

**IMPROVING STUDENTS' SPEAKING SKILL USING  
CONVERSATIONAL VIDEOS IN CLASS VIII E AT SMP NEGERI 2  
KALASAN IN THE ACADEMIC YEAR OF 2011/2012**

**A Thesis**

Presented as Partial Fulfillment of the Requirements for the Attainment of the  
*Sarjana Pendidikan* Degree in English Education Department



By

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2014

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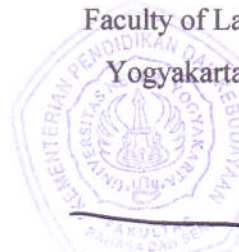
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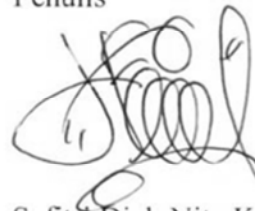
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Penulis



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## DEDICATION

I faithfully dedicate this thesis to:

My beloved mom,

who always shows a great patience, love, and support.

And my deceased dad,

who gave beautiful memories in my life.

## **MOTTOS**

Yesterday will be different with today and tomorrow,  
because yesterday was experience, today is challenge, and  
tomorrow is future.

Working without praying will be nothing  
Praying without working are empty dreams  
Believe that God will always open the blessing door.

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Finally, the writer realizes that this thesis is far from being perfect so that she invites all critical comments. However, she hopes that the thesis would give

worthwhile contribution to the improvement of the English teaching-learning process.

Yogyakarta, 2 Januari 2014

The Writer



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**ABSTRACT**

The objective of this research is to improve the speaking skill of Class VIII E students at SMP Negeri 2 Kalasan in the academic year of 2011/2012. The study attempted to be one of the efforts to solve the problems related to the students' speaking skill by using conversational videos.

The type of this research was action research. The steps of this research were reconnaissance, planning, conducting action and observation, and reflection. The participants of the research were the researcher, the English teacher, and the students of Class VIII E of SMP Negeri 2 Kalasan. There were two forms of the data in this study, namely qualitative and quantitative data. The qualitative data were obtained through conducting observation, in depth-interview with the students and the English teacher, making field notes, taking photographs to the teaching and learning process, and holding the discussion with the English teacher as a collaborator. Meanwhile, the quantitative data were obtained from the scoring of the students' performance in each cycle. In addition, the validity of the data was obtained through democratic validity, outcome validity, catalitic validity, dialog validity and process validity. Then, the reliability of the data was obtained by giving the genuine data, such as field notes, interview transcripts, photographs and observation checklist.

The results of the research showed that there were some improvements in students' speaking skill including pronunciation, vocabulary, fluency and comprehension. The improvements could be seen from the students' speaking performance during the implementation. The improvements were also supported by the progress of the average scores in Cycle 1 scoring and Cycle 2 scoring. Then, there were some students' positive behaviours toward the implementation of the conversational videos related to their participation in the class. They were more active than before in every activity, they actively participated in doing group discussion and role play. Also, the students were motivated to speak and to actively take part on the conversation. Conversational videos grabbed the students' attention by providing the language used that could be seen and heard at once, so that their motivation was improved. Thus, the implementation of conversational videos could improve the students' speaking skill.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Students of junior high schools in Indonesia should master verbal English communication to prepare them to face the global era. Nowadays, English has become more dominant around the world. People use English in various fields of life such as tourism, science, technology, music, sport, and many more. Good mastery of English helps the students to get important information and keep in touch with people in all over the world. Therefore, the students should have a good speaking skill to support their verbal communication. Having a good speaking skill means the students should have the ability to speak accurately and fluently. Speaking accurately means the students should be able to use correct grammar, vocabulary, and pronunciation. Meanwhile, speaking fluently means that the students should be able to speak at a normal speed, without unnatural stops and pauses, without unnecessary repetition, with appropriate cohesion and organization and also clearly so that the speech is comprehensible.

Unfortunately, the speaking skill of the junior high school students now is far from being ideal. The students are considered low in speaking. It can be seen from the pre-observation that has been done by the researcher on Saturday, January 14th, 2012, at 07.00 a.m at class VIII E in SMP Negeri 2 Kalasan. The researcher found that most students in the class have low

confidence and courage to speak freely in English. The students could not speak fluently and accurately. They made too much repetition and hesitation while speaking. During the lesson, it seemed that the students were more comfortable using Javanese rather than using English. It made the students passive and reluctant to speak English. Moreover, the process of speaking teaching and learning was not challenging because the English teacher did not use fun activities and attractive media to grab the students' attention. Then, the students looked bored and had no passion to follow the lesson. This condition impedes the success of speaking teaching and learning process that makes the students low in speaking. The fact that the students speaking skill is low implies that there is something in the teaching and learning process that should be improved.

There are some factors that influence the success of the speaking teaching and learning process. Two of them are the use of activities and media. In order to maximize the teaching and learning process, the teacher is suggested to use various activities. The activities can be through discussions, role play, storytelling, interviews, or games. Those activities can encourage the students to speak more effectively. Beside providing various activities, the other important thing that should be considered by the teacher is the use of media. In the teaching and learning process, media help the teacher in delivering material and help the students to understand the material given, so that the teaching and learning process become more interesting, effective and efficient.



There are some examples of media that can be used by the teacher in the speaking teaching and learning process. They are pictures, songs, videos, real objects, film, and environment. One of the media that is believed as effective media in the speaking teaching and learning process is a video. Videos are considered effective because they show the language in the real context that help the students understand the material easily. By using videos the students do not only hear but also watch people speak. It means that the students can see some facial expressions, gestures or body languages, and other visual clues of the speakers which are needed while speaking. That is why videos are appropriate for teaching speaking. In addition, videos also include all the characteristics of natural spoken in real life situation. A kind of videos that can be used to teach speaking in order to make the students able to communicate well in English is conversational video. Conversational videos mean the videos that contain spoken interaction between two or more people with authentic situations in which the language is used. It can be used as a good model for the students to speak naturally in real situation. By using this kind of video, the students have the opportunity to see all the aspects of spoken interaction like gestures, mimic, stress, intonation, figure, motion, and sound based on the context in which the language is used.

Conversational videos provide figures related to the process of conversation with real people and real setting so that the students can see and listen to the communication between the people in video which resembles real communication process in the real world. It also provides natural spoken

interaction with correct pronunciation, stress and intonation by native speakers. Those benefits can facilitate the students to produce good English. Considering the reasons explained above, the researcher assumes that conversational videos are considered to be a solution to improve students' speaking skill in SMP Negeri 2 Kalasan.

## **B. Identification of the Problem**

In the previous section, it is already emphasized that the researcher found that the students' speaking skill is still low. In this section then, the problems deal with the speaking skill would be identified more detail. The students had difficulties in pronunciation, vocabulary, motivation, and attitude toward English. In terms of pronunciation, the students got difficulty to pronounce the English words. It was because their English speaking was much influenced by their first language so that their pronunciation seemed to be inaccurate. Then, in terms of vocabulary, the students have limited vocabulary. Sometimes the students seemed afraid to speak English, it was not because they did not have any idea to say but because they did not know the English words that represent their ideas. Then the last, in terms of motivation, the students tended to have less motivation in learning English. Beside the teacher did not motivate them well, it was also because the students did not have their own awareness to learn English speaking.

Besides, there are many factors that influence the students' speaking skill in the English teaching and learning process. Those factors come from the students, teacher, and media. The first factor that influences students'

speaking skill comes from the students. Most students consider that speaking English is difficult. This perception appears because of many reasons. Firstly, students have difficulties in pronouncing the words. It is because they have limited exposures to English that make them difficult to pronounce the English words. Secondly, the students have limited vocabulary. Sometimes the students are afraid to speak because they did not know the English words that represent their ideas. It makes the students not fluent in speaking. Next, the students were not confident in using English. Because they thought that they did not have good capability to speak, this made them reluctant and afraid of making mistakes while speaking. The last, they have low motivation to speak English. It can be influenced by many things such as environment, speaking teaching and learning process, and the students' awareness to learn English.

The second factor that influences students' speaking skill comes from the English teacher. One of the teacher's role is as a motivator for the students. This motivating process will give impact to the success of the students' achievement. Unfortunately, the English teacher in this school cannot motivate the students well. The teacher also cannot create fun and comfortable learning condition. During the teaching and learning process, it seems that the students got bored and paid less attention to the teacher's explanation. Beside did not create fun activities and use attractive media that can help motivate the students to learn, the English teacher also did not give

many opportunities for the students to practice their speaking. It makes the students passive, not fluent and reluctant in speaking English.

The last factor that influences students' speaking skill is the use of media. The use of appropriate media is very important to the success of speaking teaching and learning process. Unfortunately, media are rarely used in this school. The English teacher tend to use worksheet (LKS) and sometimes coursebook to explain materials and give the students practices rather than using attractive media. Sometimes, the teacher only uses the real objects which have available in the class without giving the students an interesting learning experience by using interactive and attractive media. This situation often makes the students get bored easily during the lesson that causes them difficult to understand the material.

One of the teaching media which is appropriate to help the teacher in teaching speaking is conversational videos. Conversational videos are regarded as a kind of useful media to improve students' speaking skill. It is because conversational videos allow them to see the facial expression and body language at the same time as they hear in stress, intonation, and rhythm of the language that make the students orally express what they watched. Conversational videos also present a model of real situation that cannot be brought into the classroom.

In this research, the researcher together with the collaborator decided to use conversational videos in improving students' speaking skill in class VIII E of SMP Negeri 2 Kalasan, in the second semester of the academic year

of 2011/2012. It is believed that conversational videos can be used as appropriate media in teaching speaking.

### **C. Limitation of the Problem**

This research is focused on using conversational videos to improve students' speaking skill in class VIII E at SMP Negeri 2 Kalasan in the second semester of the academic year of 2011/2012. The researcher and the collaborator decided to solve some problems related to students' speaking skill based on the preliminary class observation that has been done before, which found that the students had low speaking skill. The students got difficulties in pronunciation, vocabulary, and motivation. Besides, the teacher also had difficulties in teaching speaking. Then, the reason in using the conversational video is because it has many advantages both for teacher and students in the speaking teaching and learning process.

### **D. Formulation of the Problem**

Based on the background of the problem above, then the problem of this research can be formulated as: "How can the students' speaking skill be improved by using conversational videos in Class VIII E of SMP Negeri 2 Kalasan?"

#### **E. Objective of the Research**

The objective of this research is to improve students' speaking skill in Class VIII E of SMP Negeri 2 Kalasan by using conversational videos in the second semester of the academic year of 2011/2012.

#### **F. Significance of the Research**

The research is expected to give advantages to all parties related to English education:

1. To the English teacher of SMP Negeri 2 Kalasan, the result of the research can be a solution to the problem in the school especially in improving students' speaking skill.
2. To teachers in other schools, the result of the research can be a model to solve the same problem in the school that is related to an attempt to improve students' speaking skill.
3. To the researcher, the research is a valuable experience since it enriches the knowledge in research education.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter presents theories which underlie this research. The discussion of this chapter is divided into two main parts. Those are a theoretical review and conceptual framework. In the theoretical review, the researcher discusses some theories and the research studies which are relevant with the topic. In the conceptual framework, the researcher relates the theory to the study.

#### **A. Theoretical Review**

The objective of this research is to improve the students' speaking skill using conversational videos. In this discussion, there are three parts which need to be clarified. Those are speaking, video, and conversational videos. The discussion of each part will be presented below.

##### **1. Speaking**

###### **a. Definition of speaking**

There are many experts who define speaking based on their own perspective. Some of them are quoted below. According to Nunan (1991: 40) speaking is the same as oral interaction which are conventional ways of presenting information, expressing our idea, and thought have in our mind. It is related with the way to communicate with other people, how someone expresses their ideas into words about perception, feeling, and intention to make other people grasp the message that is conveyed.

As an addition, Cameron (2001: 40) also says that speaking is the active use of language to express meanings so that other people can make sense of them. In line with Cameron, Djiwandono (1996: 68) states speaking as an active activity of someone in using language to express himself orally. He adds that an oral message consists of some words constructed grammatically that are spoken by the speaker correctly, so the listener can receive and understand the meaning of the message organized well.

For the foreign language learners, speaking English is one of the challenging skill to be mastered as Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interaction that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and mimics are needed. In other words, in order to be able to speak a foreign language, students do not only require the linguistic knowledge, but they also require the knowledge about how native speakers use the language in context. In reference to the theories above, speaking is the process of producing words, expressions, or utterances to convey information and to express ideas and feeling as well as to respond toward particular situation.

#### **b. Microskills for speaking**

In teaching speaking, microskills are very important because those are the basic foundational skills involved in the speaking process itself. There are sixteen



microskills of speaking proposed by Brown (2001: 272). These are presented as follows.

1. Produce chunks of language of different length.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stress and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Those important components in speaking should be mastered by the learners as the foundation to have a good speaking skill.

### **c. Teaching speaking**

Speaking is one of the most important skills in English teaching and learning that should be mastered by the students. However, speaking is considered as the difficult skill that should be mastered by the students. Richards and Renandya (2002: 204) argue that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. That is why the role of English teacher is very important to the success of speaking learning process. In the other hand, teaching means showing or helping someone to learn how to do something, giving instruction, guiding in the study of something; providing with knowledge, causing to understand (Brown, 2000: 7). Then, Nunan (2003) in Kayi

(2006) states that teaching speaking means teaching students to be able to speak the language.

There are some principles proposed by Nunan (2003: 54) that should be considered by the teacher in teaching speaking. These are presented as follows.

- a. Discern the differences between second language and foreign language learning context. Teacher will find different challenges depending on the target language context. Error in grammar, vocabulary, and pronunciation will influence foreign students' ability in communicating.
- b. Provide the students with practice in both fluency and accuracy. Teacher should give opportunities to the students to expand both their fluency and accuracy. Interrupting the students when they make oral errors should be avoided and realized as a natural part of learning language.
- c. Give opportunities to the students to practice the conversation in group and limit the teacher's talk. The amount of the time for the students to speak will be enlarged by pair or group work activities.
- d. Arrange the speaking activities that include negotiation for meaning. Negotiation of meaning is the process when the learners make interactions by communicating that engage checking whether the learners have understood the meaning of learner's talk.
- e. Plan activities that provide the guidance and practice in both transactional and interactional speaking in the class.

Based on some principles above, we can summarized that teaching speaking means teachers provide the appropriate learning activities to improve students'

speaking skill. In the activities, the students are involved actively in expressing their ideas, feelings, and opinion to other people.

**d. Aspects in speaking**

Brown (2001: 406) mentions some aspects of speaking proficiency.

Those aspects are pronunciation, vocabulary, fluency, comprehension, and grammar. Each of them will be elaborated below.

**a. Pronunciation**

Pronunciation is related to the way in which a language is spoken or the manner in which someone utters a word. While speaking, the speaker is required to pronounce English words correctly (Rost, 2002), including in identifying intonation, rhythm, and stress. Moreover, Ur (1998: 53) states that this identification can be done by requesting imitation, or seeing whether student can distinguish between minimal pairs or by contrasting acceptable with unacceptable pronunciation through recording or live demonstration.

**b. Vocabulary**

Linse (2005: 121) defines vocabulary as a set of words that are known by that person individually. Then, Cameron (2001: 73) argues that vocabulary development is not only about learning words but it is also about learning phrases or chunks and finding the meaning of words itself. Therefore English teacher should prepare strategies in vocabulary learning. There are five strategy proposed by Hatch and Brown (1995: 372) cited in Cameron (2001: 84) as follows: 1) having sources for encountering new words; 2) getting a

clear image; 3) learning the meaning of words; 4) making a strong memory connection between the forms and meanings of the words; 5) using the words.

c. Fluency

According to Nunan (2003) cited in Kayi (2006) fluency is the ability to use the language quickly and confidently with few unnatural pauses. In order to be able to speak fluently, the students need a lot of practices. It can be started by practicing and drilling set phrases and repeating models (Pinter, 2006: 55). Pinter also assumes that fluent speakers have to learn appropriate words to say in certain situations, and way to manage conversation and interruption.

d. Comprehension

According to Brown (2001) comprehension is the students ability to understand the question, statements, and conversation. Speakers are considered to have good comprehension if they are able to understand any topic of conversation at normal rate of speech.

e. Grammar

Grammar is the set of language rules that the speakers use to create phrases and sentences that convey meaning. Brown (2001) states that someone who has good grammar is viewed as the person who is able to use the language with sufficient structural accuracy in both formal and informal conversation.

**e. Types of classroom speaking performance**

In order to help the students to improve their speaking skill, teacher should provide classroom speaking performance to help them practice their speaking.

According to Brown (2001: 271-274) there are six types of classroom speaking performance:

1) Imitative

This type of classroom speaking performance refers to the practice of intonation or attempt to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular elements of language form. This activity is usually performed in form of drilling by imitating words, phrases or sentences.

2) Intensive

Intensive speaking goes one step beyond imitative include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity such as reading aloud a paragraph or reading aloud a dialogue with partner in turn.

3) Responsive

It includes interaction in very short conversation, standard greeting and small talk, simple request and comments, and giving brief instructions and directions. It also refers to the capability in giving replies to the questions or comments. These replies are usually sufficient and meaningful.

4) Transactional (dialogue)

Transactional language carried out for the purpose of conveying and exchanging specific information, as the example is conversation in pairs.

5) Interpersonal (dialogue)

It is also carried out in a dialogue that is purposed for maintaining social relationships than for the transmission of fact and information. The examples are interview, role play, discussions, conversations, and games.

6) Extensive (monologue)

It refers to the extended monologues in the form of oral reports, summaries or perhaps short speeches.

The types of classroom speaking performance proposed by Brown above can help the teachers in the process of teaching and learning speaking especially in designing the students' speaking activities and measuring their speaking skill.

**f. Teaching speaking in junior high school**

The subject of this research is the eight grade students at SMP Negeri 2 Kalasan. The students of junior high school are still classified as young learners. It is the important roles for teacher to know the students' characteristics while teaching. Cameron (2001) states that the teacher do not only need to have the knowledge of language, language learning, and language teaching, but also need to know about the children's world, how they learn, and how to manage the children.

Harmer (2001) states that there are some characteristics of young learners, such as:

1. They pay more attention to meaning rather than to individual word.
2. They learn indirectly through the environment around them rather than focus on the materials which are taught to them.

3. They learn something not only from the explanation but also from the interaction and from what they see, hear, and touch.
4. They generally have enthusiasm and the curiosity about everything around them.
5. They need attention and approval from the teacher.
6. They are interested in talking about themselves or their life.
7. They have limited attention, especially for passive activities.

Based on the explanation above, it can be concluded that young learners tend to like to learn something they like, something interesting for them, something related to their imagination, something from their environment that is close to their life and something involving physical movement. Also, they like to learn something from what they see, hear, and touch and respond to the language well through concrete things rather than abstract things. That is why the teacher should be able to utilize right media match with their characteristics.

Based on School-based Curriculum, the main goal of learning English in Junior High School is to make the students to be able to participate in discourse or to communicate ideas, feelings, etc. in spoken and written English accurately, fluently, and in acceptable manners. The success of the implementation of School-based Curriculum may rely on some factors. These factors include a complete readiness of the teacher's language proficiency, the teacher's language teaching, and the teacher's ability to use media or tools in the teaching and learning process. If those factors are fulfilled, the main goal of the



implementation of School-based Curriculum which is to develop students' competencies will be achieved.

**g. The use of media in teaching speaking**

Teaching speaking is not as easy as teaching the others skill of English. Many English teachers get some difficulties while teaching. Media is a tool for language teaching and learning which can give a contribution to the teaching learning process. The use of media in teaching and learning process is needed to attract students' attention and to make the teaching and learning process more interesting and effective. Li-Ling (1996) states that the use of media is important and it is impossible to coordinate teaching with learning without using media. Media can also help to increase and improve students' skill in learning English especially in speaking. There are so many media that can be used in teaching speaking such as pictures, songs, videos, real objects, films, or news paper. According to Tafani (2009) media provide huge information which can motivate students to speak and help them integrate listening, reading, talking and writing skills, through various kinds of activities.

Using media in teaching speaking helps the students to understand the material easier. Reiser and Dick (1996: 68) proposes the advantages of using media. Those are elaborated below.

1. Motivating students. Media are used to assist teacher develop the material. It also attracts students' attention by presenting them with colourful pictures, motion pictures, and so on. It will motivate them in studying.

2. Presenting information and example. The media can help the teacher to deliver information and examples to the students. They depend on the nature of the learning outcomes which are expected. It helps teacher to teach effectively.
3. Providing practice and feedback. The media show the activities to be practiced and feedback to the students.

Based on the advantages provided by the media above, there is no doubt for teacher to use the media in the speaking teaching and learning process.

#### **h. Assessing speaking**

Speaking is the essential skill in English teaching and learning. As the important part of the curriculum in language teaching, students' speaking skill need to be assessed. Assessing students' speaking skill, for teacher, is not easy. It is because every student has their own capability in speaking. As Luoma (2009: 1) stated that assessing speaking is challenging because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test score to be accurate, just and appropriate for our purpose.

Teacher needs to use an appropriate tool in assessing students' speaking performance. One of the tool that can be used by teacher is rubric. Rubric is the important tool to be prepared by the teacher in order to give an objective score. As Urquhart & McIver (2005:31) state that rubrics are very effective assessment tools because they describe specific levels of performance and also explain the students' performance clearly. The speaking rubric assessment that is used in this research is proposed by Blaz (2001) shown below.

Table 1. **The Speaking Rubric Assessment**

<b>Aspect</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Comprehensibility</b>	Responses readily comprehensible	Responses mostly comprehensible, requiring minimal interpretation	Responses mostly comprehensible, requiring interpretation by the listener	Responses barely comprehensible
<b>Fluency</b>	Speech continuous with little stumbling	Some hesitation but manages to continue and complete thought	Speech slow and/or with frequent pauses, few or no incomplete thought	Speech halting and uneven with long pauses and/or incomplete thought
<b>Pronunciation</b>	Communication with ease	No interference with communication	Occasional problems with communication	Frequent errors, little or no communication
<b>Vocabulary</b>	Rich use of vocabulary with frequent attempts at elaboration	Adequate and accurate use of vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary	Inadequate and/or inaccurate use of vocabulary

## 2. Video

### a. Definition of video

A video is the technology of [electronically capturing, recording](#), processing, storing, transmitting, and reconstructing a sequence of [still images](#) representing [scenes](#) in motion. Richards and Renandya (2002: 364) state that video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. It

is a well-known fact that audio-visual materials like videos are a great help in stimulating and facilitating the learning of a foreign language especially in speaking.

According to Sherman (2003), video is a rich source which can always be renewable. It presents variability and flexibility to be used in the classroom in order to refresh conventional textbook material. A video also shows the language in context, which help the learners to understand the message. Moreover, Harmer (2001) argues that a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. Video can bring the language alive because it presents communication dynamic between people, places, events, behavior supported by moving pictures.

#### **b. Types of video**

There are three types of video proposed by Harmer (2001: 284) that can readily be used in classroom.

##### **1. Off-air Programmes**

Off-air programmes are authentic video. They are be bought or recorded from television channel. Teachers should consider the comprehensibility of the off-air programmes which be used in classroom. It is because some of the video are difficult for students to understand, especially when particular marked accents are used, slangs, or regional vernacular. The programmes and excerpts are ones which we can use for a range of activities including

prediction, cross-cultural awareness, teaching language, or as spurs for the students' own activity.

## 2. Real-world Video

Teachers and students should not use separately published videotape material such as feature films, exercise manuals, wildlife documentaries or comedy provided. Teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential. They also need to judge the length of the extract in the same way too.

## 3. Language Learning Video

Language learning videos are videos that recorded specifically for learning language. They can be used for practicing structure, vocabulary, and text. They can be designed based on students' interest and level. They are comprehensible and multi use, they are not used for language learning only, but also for other activities.

Based on the explanation above the teacher defines which one of those videos that will be used to teach based on the materials, needs, and the students level itself.

### c. **Advantages of using video in teaching speaking**

The use of video in language classroom is very beneficial for both teacher and students. According to Harmer (2001: 282) there are some advantages of using video in language teaching and learning.

### 1. Seeing Language-in-use

The students not only listen to the language used by the speakers but also see the use of it. Video also provides the use of expression, gesture, and other visual clues when the speakers are talking.

### 2. Cross Cultural Awareness

The students can see many things outside the class through video. As the examples, kinds of food people eat in other countries, various outfit they wear, or how Americans speak to waiters. It means that video also allows students to learn about culture from other countries.

### 3. Motivation

When the teacher gives task as shown in video, most students are interested in doing this. Since they can see and listen to the language used, their interest is increased.

Beside Harmer, there are some experts that also describe the advantages of video in language teaching and learning especially speaking. Sherman (2003) states that video is a rich source which can always be renewable. It presents variability and flexibility to be used in the classroom in order to refresh conventional textbook material.

## **3. Conversational Videos**

Conversation refers to a spoken interaction like an exchange of thought or information between two or more people. Cutcheon and Wycoff (1994: 94) said that conversations are small talks you have with friends, clerks, and postal

workers. A conversation will not run well when the person who is involved in the conversation cannot comprehend well what the other speaker says.

Smaldino et al (2007) states that video is any electronic media format that employs “motion pictures” to present a message. So that conversational video means a video that consists of spoken interaction between two people or more in real situation.

As conclusion, using video which presents conversation is an effective efforts to improve the students’ speaking skill.

## **B. Conceptual Framework**

Speaking is the ability in expressing ideas into words about perception, feelings and intention to make other people grasp the message that is conveyed. Conversation is part of speaking that means as a spoken interaction between two or more people in order to share the ideas or information. In the relation of teaching speaking, video can be used as a teaching aid which consist of sounds and visual effect that can help to improve students’ speaking skill. Also, a video shows the language in context which helps the students to understand the message. The students do not only watch but also hear people speak in English. It includes all the characteristics of natural spoken English in realistic situation. From those definition above, we can infer a conversational video as a video that consists of spoken interaction between two people or more in real situation.

Considering the need of improving students’ speaking skill, the researcher finds out that the use of conversational videos in teaching and learning process can produce any improvements both on the quality and ability of the students

speaking skill. By using conversational videos the students are expected to speak English better, because conversational videos help the students to see general meanings and moods that are conveyed through expressions, gestures, and other visual clues and also uniquely bridge to cross culture understanding, that is why the conversational videos can be used as the media that support the teaching and learning process.



### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter presents the method which has been used in this research. The chapter consists of type of the research, setting of the research, subjects of the research, research instruments, data collection techniques, data analysis, validity and reliability of the data, and research procedure. Each of them will be presented in the following discussion.

##### **A. Type of the Research**

The research reported here was an action research. According to Burns (1994) in Burns (1999: 30), action research is the application of fact finding to practical problem solving in a social situation by involving the collaboration and co-operation of researchers, practitioners and laymen to make an improvement in practice. In addition Kemmis and Mc Taggart (1988) in Burns (1999: 32) state that an action research occurs through a dynamic and complementary process, which consists of four essential 'moments'. Those are planning, action, observation and reflection. In this research, the researcher together with the collaborator tried to improve students' speaking skill by using the conversational videos as the media in teaching.

##### **B. Setting of the Research**

The setting of this research is divided in three aspects. The first aspect is the place of the research, the second is the schedule of the research and the last aspect is the learning setting. Each of them is shown in the following discussion.

### **1. Place of the Research**

This research study has been conducted in SMP Negeri 2 Kalasan. The junior high school is located in Kledokan, Selomartani, Kalasan, Sleman which is quite far away from the town. This school has 18 classrooms, one teacher room and some other facilities, such as a mosque, a library, parking areas for students, teachers, and staffs, three canteens, and a green house in the central part of the school. There are also two laboratories (computer and science/biology laboratory), a hall, and so on.

SMP Negeri 2 Kalasan has 648 students and 44 teachers. Meanwhile, the staffs consist of totally 16 people, including 7 administration staffs, 5 counseling staffs, a librarian, 3 cleaning service staffs, a laboratory staff, and a school security.

### **2. Schedule of the Research**

The research study has been done in the second semester of the academic year of 2011/2012. The research was conducted for about three months, from January until March 2012, including the observation, planning, and the implementation of the use of conversational videos in two cycles. The researcher conducted the research based on the English schedule of class VIII E.

### **3. Learning Setting**

There are 36 students consisting of 16 male and 20 female students in class VIII E. The English lesson in this class is carried out three times a week. In every meeting, there are two class hours with the duration of forty minutes per class hour. In general, the English teacher uses PPP method in the speaking teaching

and learning process. The material used is taken from the students' LKS and sometimes is taken from the course book.

According to the English teacher, the students of Class VIII E had low speaking skill. Most of them felt ashamed and were still afraid of making mistakes to speak English. Therefore, the researcher considered that the Class VIII E needed some improvement. Conversational videos was the kind of media used by the researcher to improve students' speaking skill.

### **C. Participants of the Research**

This research involved the researcher, the English teacher and all the students of class VIII E of SMP Negeri 2 Kalasan in the second semester of the academic year of 2011/2012. The researcher and the English teacher worked collaboratively in identifying the problems, planning the actions, implementing the actions, and reflecting the implementations.

### **D. Research Instruments**

The instruments used by the researcher in this research are presented below:

#### **1. Field notes**

The field notes were aimed to note the data during observation in the research. This notes were also used to record the teaching learning process related to the weaknesses and obstacles that were found in the research. In addition, the researcher and the collaborator were able to see and take notes of students' speaking progress in the classroom.

## **2. Observation checklist**

It was used to check the application of the conversational videos in the teaching and learning process. The observation checklist was referred by putting a tick to statements of the teaching and learning process which had been done.

## **3. Students' speaking scores**

Students' speaking scores were used as an instrument to get information about the achievements of students' speaking skill after the conversational videos applied. It can be used as a measurement on students' speaking whether or not there would be improvement of students' speaking skill.

## **4. Camera**

The camera was used to record the important events happened during the research in the form of pictures documentation.

## **E. Data Collection Techniques**

The researcher observed the English learning process in the classroom to know the situation in the classroom during the research. The observations included the students' attitudes in learning English, especially their speaking skill and the problems occurred during the action. The data were collected by using data collection techniques as follows:

### **1. Class Observation**

The researcher and the collaborator observed the teaching and learning process in class VIII E and the students' speaking progress to get the information needed in this research. In doing the observation, the field notes

were required to deliver clear description of the learning process. Everything related to the students' behavior in learning speaking, the teacher's action in the class, and problems related to the teaching-learning process were noted. The researcher and the English teacher did the class observation also to know the students' perception to the use of conversational videos in their speaking teaching-learning process.

## **2. In depth-interviews**

In depth-interview was conducted to get deeper information and suggestion from the English teachers about the students' speaking skill and also the teaching learning process that was done. It was also conducted to the students to get deeper information about how effective conversational videos in improving their speaking skill based on their opinion.

## **3. Photographs Taking**

The researcher took some pictures while the teaching and learning processes were running. The photographs were taken to support the data. It aimed to record the important events that was happened during the action.

## **4. Testing and Evaluating Students' Speaking**

The researcher scored the students' speaking performance twice in the form of role play. The first scoring was a role play that was given in Cycle 1, while the next scoring was given in Cycle 2. Then, the researcher evaluated students' speaking scores in every cycle.

## **F. Data Analysis**

The data in this research were analyzed qualitatively. Nunan (1992) declares that qualitative research involves insights towards human behaviours that come up directly from the performer's own frames or references. It was applicable to analyze the data because the data were formed in field notes and transferred in description form to perform the development of the student's behaviour especially in their speaking skill.

First of all, the researcher observed the activities in the class and interviewed the teacher to get the real situation of the students, and collected the data observation in order to formulate the problem. After getting the data from the observation and formulate the problem, the researcher discussed the problems with the teacher and designed some actions related to the problem.

The researcher participated in the action as the teacher. While doing the action, the researcher observed the students. The data observation were in the form of field notes. To validate the data the researcher did some interviews with the students. Then the researcher made a temporal conclusion. After making a conclusion, the researcher discussed the conclusion and the action that have been done with the English teacher to get the final conclusion. The discussion was useful to avoid subjectivity in analyzing data and to get trustworthiness.

## **G. Validity and Reliability of the Data**

Anderson, et al in Burns (1999: 161-162) states that there are five criteria of validity: democratic validity, outcome validity, process validity, catalytic validity,

and dialogic validity. In this research, the researcher used those five validity criteria explained below.

1. Democratic validity

Democratic validity relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices such as teachers, administrators, students, parents. To reach the democratic validity in this research, the English teacher and the students gave their ideas, suggestions and comments about the implementation of conversational videos. Those were used to improve the next action.

2. Outcome validity

Outcome validity relates to the notion of actions leading to outcomes that are ‘successful’ within the research context. To reach the outcome validity, the researcher and the teacher discussed the success and the failure of the action.

3. Process validity

Process validity raises questions about the ‘depend-ability’ and ‘competency’ of the research. The process validity was reached by gathering information about the progress of the action from three different points of view. They are the English teacher, the students and the researcher.

4. Catalytic validity

Catalytic validity relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. Catalytic validity was obtained by

giving chance to the English teacher and the students to deepen their understanding on the use of conversational videos in the speaking teaching and learning process.

#### 5. Dialogic validity

Dialogic validity parallels the processes of peer review which are commonly used in academic research. To reach the dialogic validity, the researcher did reflection with the English teacher and the students to improve the next action.

To avoid the subjectivity in analyzing the data and to get trustworthiness, the researcher used triangulation through interviews with a collaborator and observation, as Burns (1999: 63) said that triangulation is a way of arguing if different methods of investigation produce the same result. The data are trusted to be valid.

### **H. Research Procedure**

#### 1. Reconnaissance

The first step of the research was reconnaissance. The researcher collected the information to identify the problem by observing the teaching and learning process and interviewing the teacher and students. Based on the observation and interview, the researcher found and identified the existing problems. Some problems found by the researcher related to the students speaking skill in SMP N 2 Kalasan were pronunciation and vocabulary. In reference to the interview with the teacher and students, there were some major problems. Those problems were students' difficulties in pronunciation,



low vocabulary mastery and low motivation in learning English. Besides, the English teacher also had difficulties to grab students' attention and to create fun and comfortable learning condition

The researcher then, thought that the use of media in the teaching and learning speaking was needed to help both the teacher and students. The media used was conversational videos.

## 2. Planning

After the problems were identified, the researcher and the collaborator made some planning to decide the actions that were feasible to be implemented in the field. In this stage, the researcher worked together with the English teacher as the collaborator. They prepared the way to solve the problems they face, prepared the teaching materials and prepared the instruments to collect the data.

## 3. Action and Observation

After the planning was agreed, the actions were implemented in the class. The actions were implemented in two cycles. Cycle I conducted in two meetings, and Cycle II conducted in three meetings. The researcher and the collaborator observed and took notes of anything happened in the class during the action. Based on the observations, notes, and records of the students' responses in the actions, the researcher and the collaborator discussed the implementation of the actions.

#### 4. Reflection

The researcher made a reflection in every cycle. The reflection was important to do because it was used to measure whether the actions were successful or not. When the action was successful, the researcher would continue the action. If the action was unsuccessful, the researcher revised it in the next cycle. The reflection was got from the observation and the interview with the English teacher and the students. They gave their comments of the actions. The reflection was done to see what was happening in the first action, whether the objectives were achieved or not.

## **CHAPTER IV**

### **RESEARCH FINDINGS**

Chapter IV presents the process of the research conducted in Cycle I and Cycle II, the result of the research and the interpretation of the findings. Each cycle in this research consists of planning, action and observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the processes are presented below.

#### **A. Research Process**

##### **1. Identification of the Problems**

The researcher started the planning by doing an observation on the speaking teaching and learning process on Saturday, January 14th, 2012. The description of the speaking teaching and learning process is presented in the following vignette.

Class VIII E

The lesson was started at 07.00. When the bell rang, the students immediately went into the classroom. When the English teacher entered the classroom, all students had sat down on their own chairs. The teacher came calmly, she then greeted the students. The students replied her. The teacher asked one of the students to lead the prayer, but he could not do it. Then, the teacher asked another student to do it. After thanking to the students, she called the roll. The students made much noise. Not long afterwards, there came a late student.

He asked her permission to join the class. She then let him sit. The teacher checked their homework, while some students were noisy. She asked a student to answer a question from the homework in front of the class. The other questions were answered by the other students in turn. The class condition was still noisy so the teacher raised her voice and asked the students to pay attention to their classmate. While the teacher checked the students' homework, she found that some students had not finished their homework yet. Then, the teacher asked them to finish it. After that, she checked the homework in front of the class and asked the students to correct their works.

In the next activity, the teacher asked the students to open their worksheets (LKS) page 4. There were expressions about accepting, giving, and refusing service/goods on the page. The teacher pronounced some of those expressions and asked the students to repeat after her. However, some students were busy with their own business while some others were lazy to do it. The teacher then warned them and asked one of them to repeat the expression mentioned previously. He said the expression in wrong pronunciation, and the teacher then corrected it. She asked him to pronounce it several times. Few moments later, the teacher asked the students whether they knew the meaning of the expressions they said or not. The students replied they did not. Then, the teacher told them because most of them did not have the dictionary with them. The teacher asked the students to look at some dialogues in the LKS, and asked them to make a dialogue and perform it in front of the class, in pairs. Before they practiced their dialogues, the teacher asked two students as the models. The teacher helped and corrected them many times because both students could not pronounce the words correctly. They spoke unfluently and inaccurately. Then, she chose the other students to perform it in turn. When some students performed their dialogues in front of the class, some others did not pay attention to them. Sometimes, the students laughed at a classmate who made mistakes, making the ones having performance ashamed. Most of the students did mistakes in pronouncing the words. Then, the teacher wrote some sentences on the whiteboard so the students also could read the sentence that would be pronounced. The teacher pronounced the sentences, and the students then repeated after her while reading them.

Therefore, they could not compare what they hear to what they read so the teacher corrected their pronunciation several times. Some students did not listen to her correction because they were busy talking with their classmates. The teacher warned them again. Then, the teacher reviewed the materials given and gave the conclusion. Lastly, the teacher gave assignment from the LKS for students to practice pronouncing the expressions individually at home. The bell rang, and the teacher closed the lesson.

Based on the vignette above, the researcher and the English teacher discussed some problems that were found. Those problems are presented in the table below.

**Table 2. List of problems in the English teaching-learning process in grade eight of SMP Negeri 2 Kalasan in the academic year of 2011/2012**

No.	Problems	Code
1.	Students were often noisy during the lesson.	S

2.	Students were lazy in doing their homework.	S
3.	Students paid less attention to teacher's explanation.	S
4.	Students often ignored what they should work on.	S
5.	Only some students had the course book.	F
6.	Most of the materials were taken from the worksheet (LKS).	M
7.	Students got difficulty in their pronunciation.	M
8.	Students ignored the instruction to pronounce some words in the class.	S
9.	Most of the students did not bring the dictionary.	S
10.	Students paid less attention to their friends who practiced in front of the class.	S
11.	Many students could not answer teacher's questions related to the material.	S
12.	The teaching and learning process lacked of the use of learning facilities.	F
13.	Students considered English as a difficult subject.	S
14.	Students had low vocabulary mastery.	S
15.	Teacher rarely used audiovisual media.	Met
16.	Teacher got difficulty in teaching speaking.	Met
17.	Students were reluctant to speak in English.	S
18.	Students were afraid of making mistakes.	S
19.	The teacher's explanation were not interesting.	Met
20.	Teacher intimidated the trouble maker.	T
21.	Most of students spoke in low voice.	S
22.	Most of students spoke with many repetitions and hesitations.	S
23.	Most of students spoke unfluently.	S
24.	Students got difficulty in repeating teacher's	S

	pronunciation.	
25.	Students had low motivation in learning English.	S
26.	Students laughed at their classmates who made mistake.	S
27.	Students got difficulty to differentiate what they heard and what they read.	S
28.	Students paid less attention to the teacher's evaluation on their work.	Met
29.	Students had difficulty in learning grammar.	M
30.	Students like talking with their partners during the lesson.	S
31.	Students had low ability in speaking.	S
32.	The focus of the English teaching and learning process are writing and speaking.	M
33.	The teaching and learning process lacked of the use of learning media.	Met

Notes:

S : students                      T : teacher  
 M : material                      F : facilities  
 Met : method

Identified in the table 1.1., the problems then divided into three levels of difficulty: seriousness, urgency, and feasibility. They are listed below.

**Table 3. List of problems based on seriousness level in the English teaching-learning process in grade eight of SMP Negeri 2 Kalasan in the academic year of 2011/2012**

No.	Problems	Code	Level
1.	Students were often noisy during the lesson.	S	Med
2.	Students were lazy in making their homework.	S	Med
3.	Students paid less attention on teacher's explanation.	S	H
4.	Students often ignored what they should work on.	S	H
5.	Students got difficulty in their pronunciation.	M	H

6.	Students ignored the instruction to pronounce some words in the class.	S	H
7.	Students paid less attention to their friends who gave example in front of the class.	S	Med
8.	Many students could not answer teacher's questions related to the material.	S	H
9.	The teaching and learning process lacked of the use of learning facilities.	F	Med
10.	Students considered English as a difficult subject.	S	H
11.	Students had low vocabulary mastery.	S	H
12.	Teacher got difficulty in teaching speaking.	Met	H
13.	Students were reluctant to speak in English.	S	H
14.	Students were afraid of making mistakes.	S	H
15.	The teacher's explanation was not interesting.	Met	H
16.	Teacher intimidated the trouble maker.	T	L
17.	Most of students spoke in low voice.	S	Med
18.	Most of students spoke with many repetitions and hesitations.	S	Med
19.	Most of students spoke unfluently.	S	Med
20.	Students got difficulty in repeating teacher's pronunciation.	S	Med
21.	Students had low motivation in learning English.	S	H
22.	Students got difficulty to differentiate what they heard and what they read.	S	Med
23.	Students paid less attention to the teacher's evaluation on their work.	Met	H
24.	Students had difficulty in learning grammar.	M	Med
25.	Students like talking with their partners during the lesson.	S	L
26.	Students had low ability in speaking.	S	H

27.	The teaching and learning process lacked of the use of learning media.	Met	H
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Notes :

S	: students	T	: teacher
M	: material	F	: facilities
Met	: method	H	: high
Med	: medium	L	: low

The next table presents list of problem based on urgency level in the English teaching-learning process. The table is shown below.

**Table 4. List of problems based on urgency level in the English teaching-learning process in grade eight of SMP Negeri 2 Kalasan in the academic year of 2011/2012**

No.	Problems	Code	Level
1.	Students paid less attention on teacher's explanation.	S	U
2.	Students often ignored what they should work on.	S	U
3.	Students got difficulty in their pronunciation.	M	U
4.	Students ignored the instruction to pronounce some words in the class.	S	U
5.	Most of the students did not bring the dictionary.	S	NU
6.	Students paid less attention to their friends who gave example in front of the class.	S	NU
7.	Many students could not answer teacher's questions related to the material.	S	U
8.	The teaching and learning process lacked of the use of learning facilities.	F	NU
9.	Students considered English as a difficult subject.	S	NU
10.	Students had low vocabulary mastery.	S	U
11.	Students were reluctant to speak in English.	S	U
12.	Students were afraid of making mistakes.	S	U
13.	The teacher's explanation was not interesting.	Met	U



14.	Most of students spoke in low voice.	S	NU
15.	Most of students spoke with many repetitions and hesitations.	S	NU
16.	Most of students spoke unfluently.	S	U
17.	Students got difficulty in repeating teacher's pronunciation.	S	U
18.	Students had low motivation in learning English.	S	U
19.	Students got difficulty to differentiate what they heard and what they read.	S	NU
20.	Students paid less attention to the teacher's evaluation on their work.	Met	U
21.	Students had difficulty in learning grammar.	M	U
22.	Students like talking with their partners during the lesson.	S	NU
23.	Students had low ability in speaking.	S	U
24.	The teaching and learning process lacked of the use of learning media.	Met	U

Notes:

S	: students	T	: teacher
M	: material	F	: facilities
Met	: method	U	: urgent
NU	: not urgent		

The next table is a list of problems based on feasibility level. The researcher together with the teacher discussed some problems that were feasible to be solved. Those problems are shown in the table below.

**Table 5. List of problem based on feasibility level in the English teaching-learning process in grade eight of SMP Negeri 2 Kalasan in the academic year of 2011/2012**

No.	Problems	Code
1.	Students got difficulty in their pronunciation.	M
2.	The teaching and learning process lacked of the use of	F

	learning facilities.	
3.	Students had low vocabulary mastery.	S
4.	Teacher got difficulty in teaching speaking.	T
5.	Students were reluctant to speak in English.	S
6.	The teacher's explanation was not interesting.	Met
7.	Most of students spoke unfluently.	S
8.	Students had low motivation in learning English.	S
9.	Students had low ability in speaking.	S
10.	The teaching and learning process lacked of the use of learning media.	Met

Notes:

S	: students	T	: teacher
M	: material	F	: facilities
Met	: method		

From the list of problems above, the researcher and the collaborator agreed to solve the feasible problems, they chose to apply the use of conversational videos media as the solution to solve the problems in teaching speaking. Conversational video is one of the audiovisual media that helps the students to comprehend the language. It is because conversational video allows them to see the facial expression and body language at the same time as they hear in stress, intonation, and rhythm of the language that makes the students orally express what they watched. Conversational video also presents the model in real situation that cannot be brought into the classroom.

Before the implementation of the action, the researcher made lesson plans and discussed the materials which were presented with the collaborator. They shared their ideas and opinion in implementing the action.

During the implementation of the action, they observed the teaching and learning process to know the students' responses and the improvement after the actions. After conducting the actions, she made reflections by doing some interviews with the students and having discussions with the collaborator. To avoid the lack of validity of the finding, she conducted this research in two cycles.

## **2. Report of Cycle I**

The teaching and learning process in Cycle I was divided into two meetings. In this cycle, the researcher and the collaborator administered three steps as discussed in the following sections.

### **a. Planning**

#### **1) First Meeting**

- a) The researcher and the collaborator planned to present the material about the expressions of starting, extending, and ending a conversation on the telephone to the students.
- b) The researcher and the collaborator planned to assist the students so they can be familiar with the expressions of starting, extending, and ending a conversation on the telephone by doing drilling.
- c) The researcher and the collaborator planned to show conversational videos and made some reviews.
- d) The researcher and the collaborator planned to show another conversational video and divided the students into groups of four to discuss and review the video.

- c) The researcher and the collaborator planned to conduct a game “*Telephoning*”.
- d) The researcher and the collaborator planned to give them feedback after the game.

## **2) Second Meeting**

- a) The researcher and the collaborator planned to review the previous material about the expressions of starting, extending, and ending a conversation on the telephone.
- b) The researcher and the collaborator planned to conduct a role play in pairs to the students.
- c) The researcher and the collaborator planned to show a conversational video as the model to the students’ role play.
- d) The researcher and the collaborator planned to show the students the procedure to do the role play and gave them some situations for every pair.
- e) The researcher and the collaborator planned to give them time to make the dialogue before the performance.
- f) The researcher and the collaborator planned to assess the students’ performance.

### **b. Action and Observation**

The action of Cycle I was conducted in two meetings. The first meeting was the activity where the teacher showed, shared and explained the students about how to start, extend, and end a telephone conversation. The researcher and

the collaborator also assisted the students to be familiar with the expressions of starting, extending, and ending a telephone conversation.

The second meeting was the activity when the students show their capability to understand the material which was taught through role play. The aims were to evaluate and assess how far the students recognize, pronounce, understand, and use the expressions they learnt in the previous meeting. In this meeting, the researcher and the collaborator focused on the students' speaking production. Besides, the researcher wanted to know the students' difficulties, for example their pronunciation. The details of the action in each meeting are discussed as follows.

### **1) First Meeting**

The first meeting was held on January 18<sup>th</sup>, 2012. The researcher acted as the teacher while the teacher became the collaborator. The teacher started the teaching and learning process by greeting the students, checking their attendance, and asking the captain of the class to lead a prayer. Then, she asked them about the previous meeting and gave a little review of it.

To make the students understand the topic for that meeting, the teacher discussed their experience of making a call by asking questions like "*Have you ever make a call before? Whom you usually give a call? How often?*" She drove them to remember their experience and also explained that they were going to learn further about how to start, extend, and end a telephone conversation.

She gave some examples of telephoning expressions and then pronounced them, and the students repeated after her. Besides, she showed a video in which

there was a telephone conversation. The students were asked to pay attention and recognize the expressions used in the video. She played it more than once so they could examine video carefully. After watching the video, the teacher with the students had a discussion. As the result, they found what the video was about, the expressions used, and the detailed information about the video.

The first exercise for the students was to comprehend another video and identify the expressions of starting, extending, and ending a telephone conversation found there. They got chances to watch the video three times. They worked in groups of four. Every group sent a representative to present the result of the group discussion which consisted of the meaning and content of the video, also the used expressions. Here, the teacher gave scaffolding when the students found some difficulties and lost their words. Also, she gave feedbacks to their works.

The next activity was playing the 'telephoning' game. Before the teacher explained the procedure of the game, she gave the students some fake telephone numbers. Then, she showed them a telephone conversation. Next, she told them that they would do the same activities like what they saw in the video using the expressions of starting, extending, and closing conversation on the phone that had been given before. The teacher called a number randomly. The student whose number was called performed the conversation in front of the class. The students should make variation use of the expressions. The performer, then, chose the next performer by calling another telephone number. The rest of the performers did the same procedure until all the students had a practice.

Along the way, the teacher and the students enjoyed the game. They made it fun but still serious. While the game was played, the teacher made some corrections to the students' mistake right after the students finished practicing. After all of them practiced the conversation, the teacher gave feedback for them. Then, five minutes before the teacher ended the class, she asked the students about their difficulties related to the activity and the given material.

It could be said that the implementation in this session ran well. Even though some students did not pay attention, the other students actively participated in the class, for example, some asked the teacher in Indonesian about what they did not understand. Some told that they understood the teacher's explanation about the expressions of starting, extending and ending conversation on telephone.

Five minutes before the teacher ended the class, the teacher asked the students about their difficulties related to the activity and the given material. Then, the teacher ended the class.

## **2) Second Meeting**

The second meeting was held on January 21<sup>st</sup>, 2012. The researcher started the class by greeting the students, asking their condition and checking the attendance for about five minutes. She also reviewed the previous material.

The teacher told the students that they, in pairs, were going to make conversations for the same expressions i. e. starting, extending, and ending telephone conversation. The conversations were based on the situations the teacher provided and the students had to practice their conversations in front of

the class. After that, the teacher gave notes of the situation to all the pairs. Every pair got different situations.

To remind the students how to use the expressions, the teacher played a video which ever been played in the previous meeting. She also presented the expressions again on slides. At the same time, the students made the dialogue and prepared for their performance.

While the students were working, the teacher went around the class to help some students who got difficulties. Also, she monitored the process of making the conversation. Most the students practiced with their partners, so the class became noisy. Some of them giggled after making some mistakes in the pronunciation. Some were making jokes and that disturbed the other students. Realizing that annoyance, the teacher soon managed the class.

In this preparation, the students needed longer time so the teacher asked them to finish their works faster. After all pairs got prepared, the teacher called them one by one randomly. They acted out in front of the class while the teacher gave score for this session. When the last performance finished, the teacher ended the class.

### **C. Reflection**

Based on the observation done in Cycle 1, it can be concluded that the teaching through the video playing ran well. The students looked happy when they were watching the video. It was the first time for them to have videos in their English learning so they wanted to watch again and again. However, the teacher found some difficulties during the teaching and learning process.



The first difficulty was found when the students watched the conversational video. Some students could not comprehend the video well. They could not hear the sound of the video clearly. Then, when the students worked in groups, they were too busy to adapt with their groups. They seemed difficult to position themselves. Some students did not actively participate in accomplishing the task instead they chatted out of the topic. Also, during the game, some students did not pay attention when their friends acted out the game. Besides, some students looked nervous when they were performing. They still had difficulty in the pronunciation. Then, the last, there were too many activities in this meeting, so that each of them should be done quickly. It made the teacher had less time and chance to check the students' understanding.

However, generally, in the first meeting of Cycle 1, the students could understand the teacher's explanation about starting, extending, and ending a conversation on the telephone. It could be seen from the video review activity. There, the students together with the teacher could recognize and mention the expression of starting, extending, and ending a conversation on the telephone used in the conversational video showed by the teacher. When they were playing "*Telephoning*" game, they were able to choose the proper expressions they wanted to use and pronounce them.

The fact is supported by the results of the interviews with the collaborator and the students. The following are some transcripts of the interview with the collaborator.

Interview with the collaborator:

R : *“Bu, bagaimana tadi menurut ibu, penyampain materinya pakai video percakapan seperti itu? Menurut ibu sudah jelas apa belum untuk siswa?”*

*(“Mam, what do you think of the videos used? Are they clear enough to make the students understand”)*

C : *“Sepertinya sudah lumayan Mbak. Siswa juga terlihat senang dan antusias ya liat video nya, soalnya memang ini kan baru ya untuk mereka, dan terlihat sekali mereka memang suka nonton video nya.*

*(“I think it is clear enough for them. The students looked happy and enthusiastic watching the video. It is because that’s something new for them. I can see they like watching the video.”)*

R : *“Lalu untuk materinya sendiri bagaimana bu? Apa sudah dapat diterima dengan baik oleh siswanya?”*

*(“So, how about the materials delivered, are they well acceptable for the students?”)*

C : *“Ya, saya rasa itu juga sudah lumayan, tadi kan kelihatan juga beberapa siswa sudah bisa menentukan yang mana ungkapan untuk starting, yang mana extending, mana ending. Dan beberapa juga sudah bisa prakteknya juga tadi melalui game telepon. Jadi malah lengkap, sudah pakai video, pake game, ada diskusinya juga sedikit di awal tadi”*

*(“Yes, I think they are. We could see some students were able to recognize the expressions of starting, extending, or ending conversation on the telephone. They also practiced their speaking by playing “telephoning game”. I think the class was good because of that video, game, and some discussion.)*

R : *“Iya bu, terimakasih”*

*(Oke, thank you, Mam.)*

*(Interview, January 18<sup>th</sup>, 2012)*

Based on the interview above, the collaborator said that the explanations of starting, extending, and ending conversation on the telephone were clear enough. Then, the interview transcripts with the students are presented below.

Interview with the student:

R : *“Hei, ini siapa namanya?”*

*(“Hi.., what is your name?”)*

S : "Irsa, Miss."  
 ("Irsa, Miss.")

R : "*Tadi pelajarannya gimana? Ngerti nggak?*"  
 ("What do you think about the lesson? Did you understand?")

S : "*Iya miss, ngerti kok.*"  
 ("Yes, I think I understood.")

R : "*Terus tadi video nya gimana?*"  
 ("How about the video?")

S : "*Bagus Miss, aku suka.*"  
 ("That's good, Miss. I like it")

R : "*Ada kesulitannya nggak pas belajar pakai video?*"  
 ("Did you get difficulty when you learn with video")

S : "*Emm, enggak sih miss, paling itu video nya ngomongnya kurang jelas*"  
 ("May be, what the speaker in the video said was not really clear")

R : "*Oo kurang jelas ya? Tapi gimana, suka nggak belajar pakai video?*"  
 ("But, you like learning English using video, right?")

S : "*Suka Miss, suka banget malah soalnya bagus nggak ngebosenin, bisa jadi hiburan juga, hehe.*"  
 ("Yes, I do. I like it very much because it did not make me bored, as usual. It could be entertaining for me too, hehe")

(Interview, January 18<sup>th</sup>, 2012)

Interview with the student:

R : "*Halo, yang ini namanya siapa ya?*"  
 ("What is your name?")

S : "*Via.*"  
 ("Via.")

R : "*Via, tadi pelajarannya gimana?*"  
 ("Via, what do you think about the lesson today?")

S : "*Asyik.*"  
 ("It is interesting.")

R : "*Kayak biasanya ga?*"  
 ("Does it like the usual activity?")

S : "*Enggak Miss, beda banget.*"  
 ("No, it is quite different.")

R : "*Terus pas dikasih contoh tentang ungkapan mengawali, memperpanjang, dan menutup percakapan telepon tadi udah jelas belum? Udah ngerti.*"

(“Then, did you understand the materials that the teacher explained? Do you understand about the expressions of starting, extending, and ending conversations on telephone ”)

S : “*Jelas, Miss. Insya Allah paham. Hehe.*”  
(“I understand, Miss”)

R : “*Yang benar? Coba sekarang kalo misal mau mengawali percakapan telepon gimana?*”  
(“Now, what will you say to start a conversation on telephone?”)

S : “*Hehe, malu. Hello. This is Via, can I speak to Rara? Hehe, benar nggak Miss?*”  
(“Hehe, I’m ashamed. Mmm, hello, this is Via. Can I speak to Rara? Is that correct, Miss?”)

R : “*Ya, benar. Udah ngerti ya berarti?*”  
(“Good. So, I’m sure you understand.”)

S : “*Iya Miss.*”  
(Yes, Miss.)

(Interview, January 18<sup>th</sup>, 2012)

Based on the interview transcripts above, it can be seen that the material given was clear enough and could be understood by the students. The students also knew the expressions of starting, extending, and ending a conversation on the telephone and how to use it.

In the second meeting, the activity is considered as ineffective. At that time, the students worked in pairs to make a conversation on the telephone. They would act them out in front of the class. The situation was noisy during the preparation. It was because some students did not bring their dictionary so they fought to use the dictionary. Some of them were chatting and waiting for their turn to use the dictionary. It spent much time to make them finish the task. The evidence of that condition can be seen as follows.

Interview with the collaborator:

R: *“Jadi Bu. Bagaimana menurut ibu mengenai aktifitas di pertemuan kedua ini?”*

*(“So, Mam. What do you think of the activity in this second meeting?”)*

C : *“Jadi ya begitu, kadang anak-anak kalo disuru kerja berpasangan gitu ada yang malah rame ngobrol sendiri, main-main dulu baru kalau sudah ditegur baru mulai ngerjain.”*

*(“Actually, it always happened when they work in pairs. They chat, play around, and will focus doing the task only if the teacher warns them”)*

R : *“Tapi tadi sepertinya terlalu lama di bagian persiapannya ya bu, pembuatan dialognya.”*

*(“But, it seems I shouldn’t give them time to make the conversation that long, should I?”)*

C : *“Iya mbak, itu kan karena salah satunya tadi pada gojekan dulu itu, sama juga tadi karena kan kamus nya cuma sedikit, jadi lama pada antri mau pakai kamus. Itu gini aja mbak, besok lagi bilang dulu sama petugas perpusnya sebelumnya kalau mau pakai kamus biar di siapin. Tadi mau pinjam ke perpustakaan kan soalnya udah habis keduluan kelas lain. Karena memang fasilitas kamus nya terbatas, jadi gantian sama kelas lain. Sama biar nggak terlalu lama juga anak-anak ngerjainnya jadi dibatasi waktu aja aja mbak, biar mereka nggak ada waktu main-main dulu. Memang harus dibegitukan anak-anak itu biar disiplin. ”*

*(“I think you should not. It is because they would just spend the time to chat and play if they think that they have longer time. They also did the same when they were waiting to use the dictionary. Next time, you might tell the librarian to prepare the dictionary before the class begins. Today, you could not borrow the dictionary because another class had made an appointment with the librarian first. We should understand such situation; we have limited facilities here which are used in turns. Also, to improve the student discipline, you’d better give the students specific time to finish the task, so they won’t spend their time in vain. ”)*

R : *“Baik bu, terimakasih banyak masukannya.”*

*(“Yes, Mam. Thank you for the advice.”)*

C : *“Ya Mbak.”*

*(“You’re welcome.”)*

(Interview, January 21<sup>st</sup>, 2012)

Based on the interview above, it can be concluded that the effectiveness of the teaching and learning process was impeded by some reasons. First, the students spent too much time on preparing the conversation with their pairs. Also, they did other activities which were non-academic, such as talking and having some jokes with their friends before doing the task. Besides, the dictionary was not sufficient to support the students' works. They had to wait for their turns. As the solution of those problems, the teacher and the collaborator planned to borrow the dictionary from the library far before the class began so they could prepare sufficient dictionary for the students and the teaching and learning activity could be more effective. The other planning was that the teacher would set fixed time for the students to finish the task. They would not have time to chat and make jokes during the class.

After the researcher and the collaborator conducted Cycle I, there was some improvements on students' speaking skill in terms of comprehension, pronunciation, fluency, and vocabulary. The evidence is presented in the first students' speaking mean scores below.

**Table 6. Students' Speaking Mean Scores in Cycle 1**

<b>Aspects</b>	<b>Mean Scores</b>
<b>Pronunciation</b>	2.50
<b>Vocabulary</b>	2.50
<b>Fluency</b>	2.69
<b>Comprehension</b>	2.47

Based on the students' mean scores shown in the result above, the students' scores in every speaking aspects are still low because all of them had mean score less than 3. In terms of pronunciation, the mean score is 2.50. It indicates the students mostly pronounce the words inaccurately. In terms of

vocabulary, the mean score is 2.50. It also shows that most students were not able to use various vocabularies in their speaking. In terms of fluency, the mean score is 2.69. The result shows that most students were not fluent in their speaking, they still made some repetition and hesitation. Meanwhile, in terms of comprehension, the mean score is 2.47. It indicates that most students were not able to understand the conversation.

Based on the reflection above, the researcher and the collaborator planned to conduct Cycle II to see the students' improvement in speaking after the use of conversational videos again. There were several problems in the teaching and learning process in Cycle I. Some of which were the students had less motivation on their speaking.

### **3. Report of Cycle II**

The reflection of the previous cycle showed that there was improvement either in terms of comprehensibility, pronunciation, fluency or vocabulary. However, there were some weaknesses found in the previous cycle. Therefore, the researcher and the collaborator needed to improve the teaching for the next meeting. They also planned to make more significant improvement of the students' speaking skill in terms of comprehensibility, pronunciation, fluency and vocabulary. Dealing with those reasons, the researcher and the collaborator arranged these steps below.

#### **a. Planning**

This cycle was designed in three meetings. The lesson plans were well developed by the researcher and the collaborator in order to make the action in

Cycle II run well. They also still prepared observation sheets as the instrument of getting data. The following presents the planning of Cycle II.

### **1) Third Meeting**

- a) The researcher and the collaborator planned to provide dictionaries for all students.
- b) The researcher and the collaborator planned to give more drilling to the students to improve their pronunciation.
- c) The researcher and the collaborator planned to show conversational videos which provided with English subtitle and considered more interesting for the students.
- d) The researcher and the collaborator planned to challenge the students more by giving them a chance to explore the conversational videos in the group discussion. Here, the teacher did not give them direct explanation as much as in the previous meeting. She just gave the feedback after the discussion.
- e) The researcher and the collaborator planned to give a reward for the group discussion that made the best video review.

### **2) Fourth Meeting**

- a) In this meeting, the researcher and the collaborator planned to review the material for the previous meeting and drilled the students.
- b) The researcher and the collaborator planned to show a conversational video and made short review with the students.



- c) The researcher and the collaborator planned to give a challenge to the students to make a video dubbing. They explained the procedure to do the video dubbing.
- d) The researcher and the collaborator planned to review and give feedback to the students after they finished the video dubbing.
- e) The researcher and the collaborator planned to give a home project to the students to make role play in groups of four which would be performed in the next meeting.

### **3) Fifth Meeting**

- a) In this meeting, the researcher and the collaborator planned to ask the students' difficulties, if any, in recognizing, pronouncing and using the expressions of asking, giving, and denying information.
- b) The researcher and the collaborator planned to conduct the last scoring by performing their home project, i. e. role play.
- b) The researcher and the collaborator planned to explain the assessment criteria to the students.
- c) The researcher and the collaborator planned to give rewards to three groups for the best play.

### **b. Action and Observation**

The actions of Cycle II were conducted in three meetings (third meeting, fourth meeting and fifth meeting). The detail actions are presented below.

### 1) Third Meeting

The third meeting was held on January 25<sup>th</sup>, 2012. Before the class began, the teacher asked some students to borrow dictionaries from the library. The researcher began the class by greeting the students and checking their attendance. After that, the researcher as the teacher asked the students about the previous meeting. After making sure that they understand the previous material well, she introduced and explained the new material. It was about the expressions of asking, giving, and denying information.

At the beginning, the teacher asked the students whether they have ever asked or gave information to someone, also denied someone's information. They answered "yes". Then, the teacher extended the conversation to the details of the students' experience in that topic. She asked them to give the example of asking information and one of them answered in Bahasa, "*Apa kamu tau coboy junior?*" The teacher responded, "*Yes, you're right.*" She also told the other students that at that time they would learn such topics as asking, giving and denying information in English.

Then, the teacher explained the purpose and the use of the expressions of asking, giving and denying information to the students. She showed some examples of the expressions using slides in front of the class too. She pronounced the expressions and the students repeated after her. After knowing the pronunciation, the students got explanation of the meanings of and how to use the expressions

After that, the researcher divided the students into some groups of four. She told them that every group would review a video like what they did in the last meeting. The difference with the previous meeting was the video now was provided with English subtitle. The researcher also announced them that the group making the best review would get a prize. Knowing the plan, the students felt happy and enthusiastic. Then, they took part on their groups.

The teacher gave a piece of paper to the groups, consisting the guidelines about the video review they would make. She told them that she would play the conversational video for maximum twice. Then, she played the video entitled “*Booking a ticket*”, which included the expressions of asking, giving, and denying information. Meanwhile, the students listened carefully. Some of them were taking notes. However, some looked confused.

After the first play, the teacher gave time for the students to discuss the video review in their groups. After a while, she played the video again for the second time. The students could get the information that they needed based on the guideline. They had five minutes to discuss their work. When the students were discussing, the teacher monitored them by walking around the classroom. She also generated their motivation to finish the task for the best. After the given time was up, every group spoke up, presenting the result of their discussion in turns.

As the feedback, the teacher played the video once again and discussed it together with the students. At this phase, there were many students shared their knowledge about the content and expressions found in the video. The teacher gave

explanation in details. By doing this, she assessed the groups' works and decided which group was the best. She gave them award and prize.

The students were very enthusiastic during the task accomplishment. Most of them took part actively. However, there were still some students who did not join the discussion actively. They just sat down or chatted with others.

There were many differences of students' activities in this meeting compared to the ones in the previous meeting. In this meeting, the students seemed to be more focused on the teaching-learning process than in the previous meeting. They seemed to be more encouraged and happy in doing the activities. They also seemed to be more active in giving their contributions to the group discussion. The students who were inactive in the previous meeting seemed to be active at that time. It was because they wanted to be the best group and get the prize. In the last five minutes, the teacher reviewed the lesson and then ended the class.

## **2) Fourth meeting**

The fourth meeting was held on January 28<sup>th</sup>, 2012. In this meeting, the researcher started the class by greeting the students and checking their attendance. The researcher as the teacher then reminded them of what they had learnt in the last meeting. She asked whether they clearly understood the materials or not. Some students answered, "*They have*". Some said, "*Little*". Meanwhile, some unfortunately said that they forgot what they learnt. To recall their mind, the teacher re-explained the expressions of asking, giving, and denying information with the meanings. She also had them drill the expressions. Besides, she played

the conversational video from the last meeting. With the students, she discussed the content including the expressions, vocabulary, and the pronunciation.

Next, the teacher gave the students a task to do video dubbing in pairs. She explained the procedure of the video dubbing. Here, the students would be sound filler for a silent video showed in front of the class using a projector. The students showed different responses such as by asking whether the task difficult to do or not. The teacher calmed them down saying that they would get some help from the English subtitle provided in the video. The teacher played the conversational video twice as the model for the students' performance. Then, she gave them few times to make preparation. The students looked enthusiastic and began to take their own role in the video. They practiced speaking, with their pair, mumbling and laughing at themselves. Finally, the students, in turn, performed in front of the class in pairs. The other students paid attention to the performers. They could learn how their friends pronounced and they could learn from their mistake so they could avoid doing it in their own performance. As feedback, the teacher reviewed several performances. She also corrected the inappropriate pronunciation.

In the video dubbing activity, the students looked very enthusiastic and they actively took parts. They practiced their speaking more than in the previous meeting. More students spoke fluently and pronounced the words properly. Moreover, some of them gave correction to their friends' performance.

After the video dubbing activity, the teacher gave the students homework in groups. She explained that they were going to do a role play in the next

meeting. To do so, they should make a short conversation with free topic and situation. Of course, it should include the expressions of asking, giving, and denying information. They were allowed to bring any property to support their performances. At first, most of them complained about the homework. However, they could accept it after the teacher told them that the three best groups would get rewards. Then, the teacher suggested them to make the best role play as the example in the conversational videos but with their own situation and words. Then, the class was ended by the teacher with a prayer.

### **3) Fifth meeting**

This meeting was the last meeting of Cycle II which was held on January 30<sup>th</sup>, 2012. In this fifth meeting, the researcher began the class by greeting the students and checking their attendance. The researcher and the collaborator conducted this last meeting to check whether the use of the conversational videos improved students' speaking skills or not. The researcher asked the students about their difficulties in recognizing, pronouncing and using the expressions of asking, giving, and denying information in the previous meeting. After that, the researcher explained the assessment criteria for the role play. The students seemed to be worried. However, the researcher told them that she would give good marks and rewards if they did the best performance.

After that, the teacher told the students that they would perform the role play in turns. She showed the model from the conversational video. They should pay attention to their mimic, gestures, and the whole situation as in the model. Then, the teacher gave some moments for the final preparation.

The teacher called the groups to perform in turns until all the students performed. Right before the performance, most the students looked nervous. Seeing that, the teacher cheered them up telling that they did not need to be worried. She also told jokes to make them laugh and forget their anxiety.

During the performance, most of the students paid attention but some still busy practiced. Fortunately, they did not make noise, so they did not disturb the performers. However, at that time, the students performed better than the previous. They could control the situation, be more fluent, have better pronunciation and be more natural in acting the role. Their mimic and gestures were better, supported by good and appropriate properties.

After all the students were done, the teacher announced the three best groups who deserved the reward. The students looked very curious and enthusiastic waiting for the winner. The three best groups looked very happy while the others seemed disappointed but everything was fine. Then, the teacher motivated them by telling that they did their job well and showed better performance. All the activities ran well and ended with a pray.

### **c. Reflection**

In this cycle, the researcher did not find significant problems and the students showed better improvement. The sufficient dictionaries and the English subtitle provided could help the students in doing the activities effectively. The students' mistakes in pronunciation and vocabulary choice also decreased. Moreover, the students were more fluent in their speaking. They made fewer repetition and hesitation. They could improve not only their speaking skill, but

also their comprehension. They understood the content of the video and they knew what they said. The improvement can also be seen in non-verbal communication aspect such as the use of mimic, gestures, and body movements. In terms of the participation, the students' participation increased. Their contribution to the success of their group work was good. They seemed to be more cooperative with others.

Based on the observation in Cycle II, students' speaking skill improved. Further discussion of Cycle II is presented below.

In the first meeting of Cycle II, the researcher as the teacher gave rewards to the best group for the discussion section. This activity concerned with the students' participation. It was not merely where the teacher gave them detailed explanation of the video review. Instead, the students should actively give their contribution in the discussion by asking some questions. They competed to be the best group. Individually, the students took significant part in their groups by giving their contribution. So, the atmosphere became more encouraging.

Based on the observation done in the first meeting of Cycle II, the students could understand the material in the conversational video. They looked enthusiastic and more active because they knew that the teacher might give another reward.

Based on the action and observation in the third meeting, it can be seen that the process of teaching and learning speaking by using conversational videos could run well. The fact was supported by the interview transcript below.



Interview with students:

R : *“Jadi gimana? Kalian sudah paham dengan ungkapan-ungkapan yang ada dalam video belum? Terus cara ngucapin sama artinya juga sudah paham?”*

(So, do you understand the expressions found in the video? What are the meaning of the words? And how to pronounce them?)

S1 : *“Iya mbak sudah. Soalnya pakai video jadi lebih jelas. Kan sudah ada teks nya juga jadi tau kalo ternyata kata ini tu cara ngucapinnya kayak gitu. Arti kata-katanya juga sudah tau.”*

(Yes, miss. We learnt a lot from the video about how to pronounce and know the meaning of the words.)

S2 : *“Iya mbak kayak gitu, hehe, udah lumayan jelas, terus juga kan jadi nambah tau arti kata-katanya.”*

(Yes, Miss. I think the same. The material was clear and understandable. I also know the meaning).

R : *“Terus tadi dapat hadiah seneng nggak?”*

(Are you happy for the reward?)

S1 : *“Seneng Miss, bikin jadi tambah semangat. Hehe.”*

(Yes, I am. I’m excited after then.)

S2 : *“Aku tadi nggak dapet hadiah kan nggak menang, tapi seneng juga soalnya pas pertamanya dikasi tau kalo menang dapet hadiah jadi pengen menang, walaupun enggak.”*

(I didn’t get the reward, actually. But I felt happy knowing that we could get the rewards from you. So, we could manage to be motivated doing the task.)

(Interview, January 25<sup>th</sup>, 2012)

After the researcher interviewed the students, she continued to interview the teacher as her collaborator. The evidence was presented by the interview transcript below.

Interview with the collaborator:

R : *“Bagaimana pendapat Ibu mengenai pertemuan yang ini tadi Bu? Bagaimana pendapat Ibu mengenai pemberian reward?”*

(What do you think of the meeting today, ma’am? How about the reward?)

C : *“Ya mbak, bagus ya, karena siswa kan ditantang untuk menganalisis conversational video yang ditunjukkan, mereka juga udah kelihatan guyub di kelompoknya, udah mau aktif semua. Terus pembahasannya*

*dilakukan secara bersama-sama setelah menyampaikan diskusi, jadi siswa juga jadi lebih paham dan banyak yang mau bertanya juga tadi. Siswa juga pasti senang banget itu diiming-imingi hadiah, semua jadi lebih semangat dan termotivasi untuk menang biar dapat kadihnya.”*  
 (That was a good idea. You challenged the students to analyze the conversational video that you showed. It increased the team works. Most students were actively work in their team. They all gave their participation in the discussion by asking some questions. So I think they can understand better from it. Moreover, you offered them rewards. They must be very excited and highly motivated to win and get the reward.)

(Interview, January 25<sup>th</sup>, 2012)

In the second meeting of Cycle II, the researcher and the collaborator conducted the video dubbing activity. In this meeting, all the students actively talked. This evidence can be seen in the action and observation of the fourth meeting. Other evidence can also be concluded from the interview transcript below.

Interview with the students:

R : *“Gimana tadi video dubbingnya? Susah nggak? Udah bisa lancar kan ngucapinnya?”*

(How is the video dubbing? Is that difficult for you to do it? You should pronounce it well, shouldn't you?)

S1 : *“Pertama-tamanya tak kirain susah banget, Miss, terus ternyata ada teks nya sama dikasih waktu buat latihan juga jadi nggak terlalu susah. Ngucapinnya juga udah bisa, udah nggak banyak salah-salah lagi nyebutnya.”*

(I thought it would be difficult for me, Miss. Then, I found it not that difficult because you gave us the text and time to prepare. And I can pronounce it well. I seldom mispronounce it.)

S2 : *“Iya, Miss. Tak kirainnya juga susah banget tadi, tapi terus pas latihan bisa. Tadi juga kan sebelumnya udah diliatin dulu video nya yang pake suara, terus udah dilatih juga ngucapinnya. Jadi nggak terlalu susah banget.”*

(I thought the same until I practiced speaking and I could do that. I learnt how to pronounce the words from the video too. So, it was not as difficult as what I think before.)

(Interview, January 28<sup>th</sup>, 2012)

After the researcher interviewed the students, she continued to interview the collaborator. The evidence was presented by the interview transcript below.

Interview with the collaborator:

R` : *“Bagaimana pendapat Ibu mengenai pertemuan yang ini tadi Bu? Bagaimana pendapat Ibu mengenai aktifitas video dubbingnya?”*

(What is your opinion about today’s meeting, Ma’am? about the video dubbing activity?)

C : *“Ya mbak. Ini menarik sekali ya, karena saya memang belum pernah memberikan aktifitas seperti ini. Ini merupakan sesuatu yang baru juga bagi mereka dan sangat menarik. Jadi lebih fokus ke pronunciationnya sama fluency. Semua siswa juga mau nggak mau jadi ngomong, jadi kelihatan siapa saja yang udah tepat pengucapannya dan lancar dan siapa aja yang belum bisa. Siswanya juga jadi banyak latihan ngomong. Bagus mbak.*

(It was really interesting because I never did the activity before. It was something new for them and that’s attractive. So, we can focus to drill their pronunciation and fluency. Also, all the students had to speak in this activity, they wanted it or not. We could see who spoke with the correct pronunciation, fluently and who could not. They could practice speaking a lot. Good job, Miss.)

R : *“Ya Bu, terima kasih.”*

(Thank you, Ma’am.)

(Interview, January 28<sup>th</sup>, 2012)

The third meeting of Cycle II is conducted to check whether the use of conversational videos improved the students’ speaking or not. The researcher also explained the assessment criteria to the students as the results of the discussion between the collaborator and the researcher in order to make the students more serious to their speakings. The evidences are presented in the interview transcripts below.

Interview with the collaborator:

C : *"Gimana mbak? Pertemuan besok yang terakhir ya, mau dikasih apa?"*

(So, what is your plan for the last meeting tomorrow?)

R : *"Begini bu, masih dengan materi yang sama, saya menyuruh siswa untuk melakukan role play, kali ini mereka bebas membuat situasinya sendiri."*

(Well, I plan to use role play, Ma'am but at this time they can choose their own situation.)

C : *"Oo, ya ya nggak apa-apa begitu. Tapi itu siswa membuat dan mempersiapkan langsung pada pertemuan besok juga?"*

(Oh, I see. I think that would be OK. But, will they make the role play and get prepared in that meeting?)

R : *"Tidak Bu, jadi di pertemuan sebelumnya saya sudah menginstruksikannya kepada siswa untuk membuat dan mempersiapkannya di rumah sebagai homework. Bagaimana Bu, apakah terlalu susah untuk siswa?"*

(No, Ma'am. Last meeting, I told them to make it and get prepared at home as homework. I wondered if that would be difficult for them or not.)

C : *"Ya tidak apa-apa, begitu bagus, jadi siswa bisa mempersiapkannya dulu dengan baik di rumah, karna kalo di luar jam pelajaran kan waktunya lebih panjang jadi tidak akan menyulitkan siswa. Itu nanti akan diambil penilaian ya Mbak?"*

(That's good. So, they can prepare everything better because they have longer time outside the school. Then, will you assess their works?)

R : *"Iya Bu, besok sekalian penilaian juga, sebagai tambahan dan untuk lebih memotivasi siswa, saya juga akan memberikan reward pada 3 pasangan terbaik."*

(Yes, Ma'am. I'll score them to appreciate their performances and to motivate them. I also give rewards to the three best performances.)

C : *"Ya, pasti senang sekali itu siswanya kalo dapat hadiah, ya besok sebelum mereka perform sebaiknya disampaikan juga kriteria penilaiannya seperti pronunciation, vocabulary dan lain-lainnya."*

(Yeah, they must be happy to get the rewards. You'd better tell them the assessment criteria before their performances such as the pronunciation, vocabulary, and the like.)

R : *"Baik, Bu."*

(Yes, Ma'am.)

(Interview, January 29<sup>th</sup>, 2012)

After the second scoring, it can be seen that the students' speaking skill are improved significantly. The evidence is presented in the students' mean scores and interview transcript.

The improvement of the students' speaking skill can be seen in the student's mean scores below.

**Table 7. Students' Speaking Mean Scores in Cycle 2**

<b>Aspects</b>	<b>Mean Scores</b>
<b>Pronunciation</b>	3.47
<b>Vocabulary</b>	3.27
<b>Fluency</b>	3.38
<b>Comprehension</b>	3.30

The last scoring was based on the students' role play. It was given to check whether or not the students' speaking skill improved through the use of conversational videos as the input material. The report is presented below.

Based on the result above, it can be seen that there are some improvements on the students' speaking skill in every aspects. All of the mean scores in every aspects are more than 3. It indicates that all of the students had good speaking skill. In terms of pronunciation, the mean score is 3.47. It means that all the students were able to pronounce the words accurately. In terms of vocabulary, the students' mean score is 3.27. It means that they had used various vocabularies in their speaking. In terms of fluency, the mean score is 3.38. It shows that most the students were able to speak fluently. They spoke more fluent with minimal repetition and hesitation. The last is in terms of comprehension. The mean score is 3.30. It shows that all the students could understand the conversation better.

The other evidences of that improvement are also supported by the collaborator's statements in the interview. The first improvement is in terms of pronunciation. The improvement of this aspect is clearly seen. The students were able to pronounce words in English accurately. It can be compared from the result of the first to second scoring. This conclusion is also supported by the interview transcript below.

Interview with the collaborator:

R: "*Bu, bagaimana menurut Ibu pronunciationnya siswa sekarang?*"  
(Ma'am, what do you think of the students' pronunciation?)

C: "*Sudah bagus ya, mungkin juga kan mereka dengar dan melihat langsung orang berbicara dalam videonya, jadi mereka kan mengikuti cara mengucapkannya. Banyak latihan pengucapannya juga jadi mereka lebih fasih. yang tadinya masih malu-malu untuk berbicara juga sudah lebih berani.*"

(They did it well. It might be because they heard and saw directly the people through the video, so they might follow the way those people pronounce. And they also got many chances to practice pronouncing the words so they became more fluent. In another way, those who seemed reluctant to speak before began to bravely practice.)

R: "*Jadi pronunciationnya anak-anak sudah lebih baik ya bu?*"  
(So, are they good in pronouncing the word now, Ma'am?)

C: "*O iya mbak.*"  
(Yes, they are now)

(Interview, January 30<sup>th</sup>, 2012)

The next improvement can be seen in terms of vocabulary. The students' vocabulary mastery are increased. Some students knew and understood more vocabulary. It is also supported by the interview transcript below.

Interview with the collaborator:

R: "*Kemudian, mengenai vocabularynya Bu, bagaimana menurut Ibu?*"  
(What about their vocabulary mastery, Ma'am?)

C: *“Untuk vocabularynya juga ya, jadi lebih banyak mengenal kata dan artinya. Jadi tambah kosa kata baru yang mereka dengar dan lihat dalam videonya. Beberapa anak ada yang bertanya kata yang nggak tau juga kan. Seperti tadi kan Afief, Dina banyak bertanya tentang arti kata-katanya. Terlebih juga mbak kan selalu mengulas videonya dan menjelaskan beberapa kosa kata yang ada dalam videonya pada pertemuan sebelum-sebelumnya. Ada kamus juga yang membantu mereka. Ini juga tadi saat role play kelihatan siswanya sudah menggunakan lebih banyak kosa kata kan daripada yang sebelumnya?”*

(They were getting better in their vocabulary too. They know more words and the meanings. They got more vocabulary when they were listening and watching the video. I saw some asked some unfamiliar words, for example Afief and Dina who asked about the words' meanings. You also helped them by discussing the content of the video and showing the new unfamiliar words to the students. You also provided the dictionaries for them. And we can see that they used more various words in their role plays.)

R: *“Iya, Bu?”*

(Yes, Ma'am.)

(Interview, January 30<sup>th</sup>, 2012)

The third improvement can be seen in terms of fluency. The improvement of this aspect is clearly seen. The students spoke more fluently. There were decreased repetition and hesitation. That statement can be supported by the interview transcript below.

Interview with the collaborator:

R: *“Kalau untuk fluency nya bagaimana, Bu?”*

(How about their fluency, Ma'am?)

C: *“Sudah jauh lebih lancar ya, apalagi kemarin kan ada aktifitas video dubbingnya itu, bagus sekali itu jadi siswa kan latihan terus untuk mengucapkan kalimatnya dengan lancar. Jadi ketika mendubbing video itu sudah tidak banyak repetition dan hesitation, karena kan sudah latihan terus, banyak drilling juga dari mbak. Jadi pada saat role play tadi siswa sudah agak lancar dan nggak malu-malu lagi, jadi lebih confident juga saat tampil.”*

(I think it's much better now. Moreover, they practiced video dubbing. So they could drill their speaking skill. Then, when they did the video dubbing they made lesser repetition and hesitation because they practiced a lot before that. And you drilled them many times. Besides, they spoke more fluently when they performed the role play and were more confident.)

R: *"Iya terimakasih, Bu?"*  
(Thank you, Ma'am.)

(Interview, January 30<sup>th</sup>, 2012)

The next aspect that is increased is comprehension. It is supported by the interview transcript below.

Interview with the collaborator:

R: *"Kemudian untuk comprehensionnya bagaimana menurut Ibu?"*  
(So, how is their comprehension, Ma'am?)

C: *"Siswa sudah lebih memahami makna dari conversation yang mereka lakukan ya, jadi tidak hanya asal berbicara tapi tidak mengetahui maknanya. Kelihatan dari roleplaynya tadi mereka berbicara dengan menampilkan mimik dan gesture juga yang sesuai dengan conversationnya."*

(The students comprehended the content of the conversation better. They knew what they were saying. We could see they showed us their mimic and gestures when they were role playing; it matched with the content of the conversation.)

(Interview, January 30<sup>th</sup>, 2012)

The last aspect that is increased is the students' motivation. The students became more motivated to speak because the conversational video was something new for them and it was interesting. The improvement of this aspect is clearly supported by the interview transcript below.

Interview with the collaborator:

R: *"Kemudian mengenai motivasi siswanya bagaimana Bu?"*  
(How about the students' motivation, Ma'am?)

C: *"Mm, iya sudah bagus juga motivasinya ya, karena mereka kan senang diputar video jadi lebih termotivasi untuk mempelajari materi"*



*yang terdapat dalam video. Apalagi kan banyak dikasih reward kan tadi sama kemarin jadi siswanya tambah senang sekali.”*

(They were motivated, maybe because you played the video. It motivated them to learn the material from the video better. Also, they knew that you had rewards for them. They must be happy.)

(Interview, January 30<sup>th</sup>, 2012)

In conclusion, the students’ speaking skill can be improved by using conversational videos. This statement is also supported by the interview transcript below.

Interview with the collaborator:

R: *“Hehe, iya Bu. Jadi bisa disimpulkan bahwa conversational videos ini bisa digunakan untuk meningkatkan keterampilan berbicara siswa ya Bu?”*

(So, it can be concluded that we can use the conversational video to improve the students’ speaking skill, Ma’am?)

C: *“Iya Mbak.”*

(“Yes.”)

(Interview January 30<sup>th</sup>, 2012)

## **B. The Result of the Research**

This research consists of qualitative and quantitative data. The qualitative data deal with the general findings of the research in each cycle, while the quantitative data present students’ speaking scores in the first and second cycle. The finding of the research of the use of conversational videos are presented below.

### **1. Cycle I**

- a. In the aspect of pronunciation, some students were able to pronounce words accurately. Some of them were not.

- b. In the aspect of vocabulary, some students were able to identify the English words and their meanings, and to use them in their speaking. Some of them were not be able to identify English words and their meaning, and were not able to use various vocabularies in their speaking.
- c. In the aspect of fluency, some students were able to speak quickly and confidently with few unnatural pauses. Some of them still made repetition and hesitation while talking.
- d. In the aspect of comprehension, some students were able to understand the question, statements, and conversation at normal rate of speech. Some had not understood the question, statements, and conversation at normal rate of speech.
- e. In the aspect of motivation, some students were motivated to speak more and to be actively involved in the discussion or even in the conversation. Some were still less active and they took little part in the discussion and conversation.

## **2. Cycle II**

- a. In the aspect of pronunciation, all the students pronounced words accurately.
- b. In the aspect of vocabulary, all students were able to identify the English words and their meanings, and use them in their speaking.
- c. In the aspect of fluency, all the students were able to speak quickly and confidently with few unnatural pauses.
- d. In the aspect of comprehension, all the students were able to understand the questions, statements, and conversation at normal rate of speech.
- e. In the aspect of motivation, all the students were motivated to speak more and to actively take part on the conversation.

Beside the result above, there were some additional findings obtained during the research. The additional findings are presented below.

- a. The use of the conversational videos could help the students to speak and communicate well and accurately by making them watch, listen, and understand, then imitate the language used in the conversational videos.
- b. The use of conversational videos motivated the students to speak because the students were interested in watching videos. They like to see and listen to the language used in the video.

### 3. Summary of Cycle I and Cycle II

The result of this research is summarized in the table below.

Table 8: **Research Result**

<b>Aspects</b>	<b>Cycle I</b>	<b>Cycle II</b>
<b>Pronunciation</b>	There were many students who were not able to pronounce words accurately.	All the students were able to pronounce accurately.
<b>Vocabulary</b>	The students used very limited vocabulary.	All students were able to use various vocabulary.
<b>Fluency</b>	The students made hesitation and repetition when talking.	All students were able to speak quickly and confidently without any repetition and hesitation.
<b>Comprehension</b>	There were many students who could not understand the questions, statements, and also the content of the conversations.	All students understood the questions, statements, and the content of the conversations they heard.
<b>Motivation</b>	There were few students who were highly motivated to be active during the class, asking questions or saying something.	All students were motivated to speak actively such as asking questions, making statements, or giving opinions.

#### 4. Students' Score

In this part, the researcher discusses the result of students' score as performed in 1st scoring and 2nd scoring. The discussion is related to the students' mean score in four aspects, i.e. pronunciation, vocabulary, fluency, and comprehension. Each table presents the mean score of each aspect as displayed in the table below.

Table 9. **Students' Speaking Mean Scores in Cycle 1 and Cycle 2**

Aspects	Mean Scores	
	Cycle 1	Cycle 2
<b>Pronunciation</b>	2.50	3.47
<b>Vocabulary</b>	2.50	3.27
<b>Fluency</b>	2.69	3.38
<b>Comprehension</b>	2.47	3.30

In reference to the table above, the students' skill in four aspects of speaking improved after the conversational videos was applied. Students' gain score from Cycle 1 to Cycle 2 in the pronunciation aspect is 0.97; in the vocabulary aspect is 0.77; in the fluency aspect is 0.69 and in the comprehension aspect is 0.83.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

In reference to the data analysis in this research, the use of the conversational videos as media in teaching speaking is believed to be effective to improve students' speaking skill. To support this result, there are two kinds of data presented in this research. The first data are qualitative data; while another data are quantitative data.

In terms of qualitative data, the researcher obtained some results as follows.

1. The students can minimize their speaking problems in four aspects of speaking.

They manage to improve their pronunciation and vocabulary by watching the real examples from the video. Also, they can improve their comprehension because they can understand the examples which are shown in visual media. By doing so, they can easily remember the content of what they hear. Besides, because they have more vocabulary and fewer problems in their pronunciation, they speak more fluently.

2. The students are able to identify and correct their mistakes in speaking aspects because there is video review so that the students know the mistakes and get the correct examples in the conversational videos.

In terms of quantitative data, the improvement of students' speaking skill is supported by students' speaking scores as performed in the Cycle 1 and 2.

## **B. Implications**

The results of the research give some implications to the research members. The implications of the actions were as follows.

1. The use of the conversational videos could improve the students' speaking skill.

It is because students' speaking aspect is involved in the conversational videos.

It implies that the teacher needs to use the conversational videos.

2. The use of the conversational videos could improve the students' speaking motivation in the English teaching and learning process. It implies that the teacher needs to use this media because for that reason it also can improve students' speaking skill in the English teaching and learning process.

## **C. Suggestions**

After conducting this research, the researcher offers several recommendations for the English teachers and other researchers. The recommendations are presented below.

1. For the English teachers

It is essential for the teacher especially the English teachers in SMP Negeri 2 Kalasan to improve students' speaking skill. The teacher needs to use appropriate media to teach speaking. It is very useful for them to use the conversational videos in teaching speaking.

2. For other researcher

It is realized that this study only gives an emphasis on the use of conversational videos. Therefore, the other researchers who will conduct the same research might use other types of video so their researches become more varied.

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# **APPENDIX A**

## **(FIELD NOTES)**

## FIELD NOTES

### Field note 1

Kamis, 29 Desember 2011/ 09.00-15.00 WIB

1	R mengurus surat pengantar untuk mengurus surat ijin penelitian di kampus.
2	R mendapat surat pengantar dari kampus untuk mengurus surat ijin penelitian ke Bappeda Kabupaten Sleman.
3	R mengurus surat ijin penelitian di kantor Bappeda yang beralamat di Jalan Parasamya No. 1 Beran, Tridadi, Sleman.
4	R mendapatkan surat ijin penelitian yang dikeluarkan oleh Bappeda pada pukul 13.20 WIB.
5	R menyampaikan surat tembusan pada instansi-instansi yang terkait, antara lain Kantor Bupati Sleman, Kantor Kesatuan Bangsa Kabupaten Sleman dan Dinas Pendidikan, Pemuda dan Olah Raga Kabupaten Sleman.

### Field note 2

Senin, 9 January 2012/ 09.00-11.00 WIB

1	R mendatangi sekolah yang akan dijadikan tempat penelitian, yaitu SMP Negeri 2 Kalasan pada pukul 09.00 WIB.
2	R menyampaikan tujuannya untuk bertemu dengan Kepala Sekolah kepada Guru Piket yang sedang bertugas.
3	Guru Piket menyampaikan maksud kedatangan R kepada Kepala Sekolah.
4	Guru Piket mempersilahkan R masuk ke ruang Kepala Sekolah.
5	R masuk ke ruang Kepala Sekolah dengan membawa surat ijin penelitian dari Bappeda.
6	R menyampaikan maksud untuk mengadakan penelitian pembelajaran bahasa Inggris di kelas VIII dengan menunjukkan surat ijin penelitian dari Bappeda.
7	Kepala Sekolah menunjuk salah satu guru bahasa Inggris kelas VIII untuk

	membantu terlaksananya penelitian.
8	R mengucapkan terimakasih dan mohon izin untuk menemui guru bahasa Inggris yang ditunjuk di ruang guru.
8	R menemui guru bahasa Inggris yang dimaksud (yang selanjutnya akan disebut Collaborator) di ruang guru.
9	R menjelaskan tentang jenis penelitian, latar belakang penelitian, prosedur penelitian dan media yang akan digunakan untuk mengajar speaking di dalam kelas.
10	C menunjuk kelas VIII E sebagai kelas untuk R melakukan penelitian dengan pertimbangan bahwa kelas tersebut keterampilan siswa dalam berbahasa Inggrisnya masih kurang.
11	R bertanya pada C mengenai jadwal pelajaran bahasa inggris kelas VIII E dan materi apa saja yang sudah dan belum diajarkan.
12	R dan C sepakat untuk memulai penelitian pada tanggal 18 Januari 2012 dan melaksanakannya seminggu dua kali.
13	R dan C mengatur jadwal penelitian.
14	R kemudian mengucapkan terimakasih dan mohon pamit.

### Field note 3

Rabu, 11 Januari 2012/ 09.00-10.30

1	R datang ke SMP Negeri 2 Kalasan untuk menemui C.
2	R menyampaikan maksud kedatangannya kepada Guru Piket yang sedang bertugas.
3	Guru piket mempersilahkan R langsung mencari C ke ruang guru.
4	R menemui C di ruang guru.
5	C mempersilahkan masuk dan berbincang di ruang guru.
6	R kemudian menyampaikan maksud kedatangannya kepada C yaitu untuk melakukan preliminary class observation di kelas VIII E.
7	C menentukan jadwal untuk melakukan preliminary class observation yaitu pada hari Sabtu tanggal 14 Januari 2012.

8	R menyetujui dan mengucapkan terimakasih kemudian pamit pulang.
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#### **Field note 4**

Sabtu, 14 Januari 2012/ 07.00-11.00

1	R datang ke SMP Negeri 2 Kalasan.
2	R menemui C di ruang guru.
3	C mengajak R untuk preliminary class observation di kelas VIII.
4	R kemudian melaksanakan preliminary class observation.
5	Jam 7.00 guru masuk ke kelas. Siswa kemudian duduk dengan rapi di kursi masing-masing. Guru menyapa siswa dan menyuruh salah satu siswa untuk memimpin doa. Guru mengabsen siswa.
6	Seorang siswa datang terlambat dan meminta ijin untuk masuk. Guru menanyakan alasan keterlambatannya dan siswa menjawab. Guru kemudian mempersilahkan duduk.
7	Guru memutari ruangan dan mengecek PR (pekerjaan rumah) siswa. Beberapa siswa belum menyelesaikan PR nya. Guru memberi sedikit waktu untuk menyelesaikannya.
8	Guru menyuruh beberapa siswa untuk menjawab pertanyaan pada PR tersebut di depan kelas. Guru membahas jawaban siswa dan mengoreksi beberapa jawaban yang salah.
9	Aktifitas selanjutnya guru menyuruh siswa untuk membuka LKS halaman 4 tentang materi accepting, giving, and refusing service/goods.
10	Guru mengucapkan beberapa ungkapan accepting, giving, and refusing service/goods dan menyuruh siswa untuk menirukannya. Guru membahas arti dari ungkapan-ungkapan tersebut.
11	Guru menyuruh siswa untuk membuat dialog tentang accepting, giving, and refusing service/goods dan mempraktekkannya di depan kelas.
12	Setelah semua siswa tampil, guru memberi PR dan menutup pelajaran.
13	Setelah melaksanakan preliminary class observation, R mewawancarai guru ybs dan beberapa siswa kelas VIII E mengenai kesulitan mereka dalam

	proses belajar mengajar bahasa Inggris.
14	C mengatakan bahwa siswa kelas VIID memiliki kemampuan berbicara yang masih rendah. Hal tersebut bisa dilihat dari kegiatan penampilan siswa tadi. Mereka masih kurang dalam hal pronunciation, vocabulary, fluency, dan comprehension. Siswa juga kurang motivasinya dalam berbicara.
15	R dan C kemudian mendiskusikan masalah-masalah yang ada di kelas VIII E. R mengucapkan terima kasih kemudian pamit pulang.

### Field note 5

Senin, 16 Januari 2012/ 09.00-09.30

1	R datang ke SMP Negeri 2 Kalasan.
2	R menemui C di ruang UKS (pada saat itu C bertugas piket di ruang UKS)
3	R dan C diskusi masalah-masalah yang akan diteliti dan media yang akan digunakan.
4	R mengucapkan terimakasih dan pamit pada C.

### Field note 6

Selasa, 17 Januari 2012/ 10.00-12.00 WIB

1	R datang ke SMP Negeri 2 Kalasan.
2	R menemui C di ruang guru dan dipersilahkan duduk.
3	R kemudian menyampaikan maksud kedatangannya kepada C yaitu untuk mendiskusikan materi untuk pertemuan pertama (cycle 1) dan menunjukkan RPP.
4	Setelah diskusi dirasa cukup, R mengucapkan terimakasih dan meminta izin untuk melakukan cek LCD, proyektor dan speaker di ruang kelas VIII E.
5	Setelah selesai R kemudian pamit.

### Field note 7

Rabu, 18 Januari 2012/ 07.00-10.00

1	R datang ke SMP Negeri 2 Kalasan pada pukul 06.30.
2	R menemui C. Kemudian R dan C menuju ruang kelas VIII E.
3	C masuk kelas terlebih dahulu.
4	R mengikuti dari belakang.
5	C mengatakan kepada siswa VIII E bahwa hari itu akan ada mahasiswa dari UNY yang mengadakan penelitian di kelas mereka.
6	C mempersilakan R untuk memperkenalkan diri.
7	R memperkenalkan diri dan menyampaikan maksud dan tujuan dia berada di sekolah tersebut khususnya di kelas VIII E.
8	C kemudian mengambil tempat duduk dibelakang.
9	R bertindak sebagai guru dan C sebagai observer.
10	R kemudian memulai pelajaran hari itu dan menyampaikan materi tentang <i>starting, extending, and ending a conversation on the telephone</i> .
11	Guru membuka pelajaran, menyapa dan menanyakan keadaan siswa, kemudian meminta ketua kelas untuk memimpin doa dengan menggunakan Bahasa Inggris. Guru kemudian mengecek kehadiran siswa dengan memanggil siswa satu per satu.
12	Guru menyalakan laptop dan menghubungkannya ke proyektor dan speaker di kelas tersebut.
13	Guru menanyakan materi pada pertemuan sebelumnya dan memberikan sedikit review.
14	Kemudian guru memberikan pertanyaan kepada siswa yang berkaitan dengan pengalaman siswa yang berkaitan dengan materi yang akan dibahas, seperti "Have you ever make a call before?"
15	Kemudian guru memberikan beberapa contoh ungkapan <i>starting, extending, and ending a conversation on the telephone</i> dan menjelaskan artinya.
16	Guru memberi contoh pengucapan ungkapan-ungkapan tersebut dan

	meminta siswa untuk menirukannya.
17	Guru kemudian memutarakan sebuah video percakapan yang berisi ungkapan <i>starting, extending, and ending a conversation on the telephone</i> .
18	Guru meminta siswa untuk memperhatikan dengan sungguh-sungguh video percakapan tersebut. Guru memutar video percakapan tersebut sebanyak dua kali.
19	Setelah menonton video percakapan tersebut, guru bersama-sama dengan siswa mendiskusikan video percakapan itu meliputi ungkapan-ungkapan yang terdapat dalam video dan isi dari percakapan dalam video itu beserta artinya.
20	Kemudian guru membagi siswa kedalam kelompok. Masing-masing kelompok beranggotakan 4 siswa. Guru meminta siswa untuk melakukan diskusi kelompok.
21	Guru memutarakan video percakapan yang lain dan meminta masing-masing kelompok untuk melakukan video review seperti yang sebelumnya bersama-sama dilakukan. Guru memberikan kertas berisi <i>guideline</i> kepada masing-masing kelompok.
22	Aktifitas selanjutnya yaitu memainkan permainan “ <i>Telephoning</i> ”. Permainan berlangsung seru dan menyenangkan.
23	Secara garis besar, proses belajar mengajar pertemuan pertama ini dapat berlangsung dengan baik. Siswa dapat memahami dan mengikuti pelajaran dengan baik.
24	Guru memberikan review pelajaran hari ini dan menanyakan kesulitan siswa. Kemudian guru menutup pelajaran.
25	C keluar kelas, R meminta izin kepada C untuk melakukan wawancara dengan siswa. C mengijinkan.
26	R mewawancarai beberapa siswa kemudian setelah selesai R menuju ke ruang guru untuk menemui C.
27	R menemui C diruang guru dan melakukan wawancara tentang pertemuan yang sudah dilakukan.

28	Setelah wawancara dianggap cukup, R mengucapkan terimakasih dan pamit pulang.
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### Field note 8

Sabtu, 21 Januari 2012/ 06.30-10.00 WIB

1	R datang ke sekolah dan langsung menuju ke ruang guru.
2	R menemui C di ruang guru.
3	C menyuruh R untuk langsung ke kelas dan melakukan persiapan sementara C akan menyusul saat bell masuk berbunyi.
4	R melakukan persiapan di ruang kelas VIII E sambil menunggu bel masuk kelas berbunyi.
5	Bell berbunyi, siswa masuk ke kelas diikuti oleh C. C segera mengambil tempat duduk di belakang.
6	R bertindak sebagai guru, dan C sebagai observer.
7	Guru membuka pelajaran, mengucapkan salam dan memeriksa kehadiran siswa.
8	Guru mereview materi pada pertemuan sebelumnya.
9	Guru mengelompokkan siswa secara berpasangan. Guru meminta siswa untuk melakukan role play seperti dalam video percakapan yang di putarkan pada pertemuan sebelumnya dan mempraktekannya di depan kelas. Role play yang akan mereka lakukan harus berisi ungkapan <i>starting, extending, and ending a conversation on the telephone</i> .
10	Guru memutar ulang sebuah video percakapan pada pertemuan sebelumnya sebagai contoh dan acuan untuk siswa dalam membuat percakapan. Guru juga menunjukkan kembali ungkapan-ungkapan <i>starting, extending, and ending a conversation on the telephone</i> dalam slide.
11	Guru berkeliling ruangan untuk mengecek persiapan siswa dan memberikan bantuan pada siswa yang mengalami kesulitan dalam membuat percakapan.
12	Setelah selesai membuat percakapan, siswa berlatih bersama pasangannya



	sehingga membuat suasana sedikit gaduh.
13	Guru kemudian meminta siswa untuk memelankan suaranya dalam berlatih agar tidak terlalu berisik dan mengganggu teman yang lain.
14	Setelah siswa selesai melakukan persiapan, guru memanggil masing-masing pasangan secara bergantian untuk menampilkan percakapan mereka di depan kelas.
15	Guru melakukan penilaian pada penampilan siswa.
16	Setelah semua selesai. Guru mereview pelajaran pada hari ini dan mengakhiri pelajaran.
17	C keluar kelas dan R mengikuti dari belakang.
18	Dalam perjalanan ke ruang guru, R dan C berbincang-bincang, R meminta sedikit waktu untuk wawancara. R menyetujui.
19	R dan C sampai di ruang guru dan melakukan wawancara tentang pertemuan yang sudah dilakukan.
20	Setelah wawancara dianggap cukup, R mengucapkan terimakasih dan pamit pulang.

### Field note 9

Selasa, 24 Januari 2012/ 10.00-11.30 WIB

1	R datang ke sekolah dan langsung ke ruang guru.
2	R menemui C di ruang guru dan dipersilahkan duduk.
3	R kemudian menyampaikan maksud kedatangannya kepada C yaitu untuk mendiskusikan materi untuk pertemuan selanjutnya (cycle 2) dan menunjukkan RPP.
4	Setelah diskusi dirasa cukup, R mengucapkan terimakasih dan kemudian pamit.

### Field note 10

Rabu, 25 Januari 2012/ 06.30-10.00

1	R datang ke sekolah dan langsung menuju kelas VIII E.
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2	R masuk kelas terlebih dahulu.
3	R meminta dua orang siswa untuk mengambil kamus di perpustakaan dan setelah itu membagikannya kepada seluruh siswa.
4	C menyusul tidak lama kemudian dan langsung mengambil tempat di meja paling belakang.
5	R bertindak sebagai guru dan C sebagai observer.
6	R kemudian memulai pelajaran hari itu dan menyampaikan materi tentang <i>asking, giving, and denying information</i> .
7	Guru membuka pelajaran, menyapa dan menanyakan keadaan siswa. Kemudian guru mengecek kehadiran siswa dengan memanggil nama siswa satu per satu.
8	Guru menyalakan laptop dan menghubungkannya ke proyektor dan speaker di kelas tersebut.
9	Guru menanyakan materi pada pertemuan sebelumnya dan memberikan sedikit review.
10	Guru memperkenalkan materi baru yaitu tentang <i>asking, giving, and denying information</i> .
11	Guru menanyakan kepada siswa, “Kalau dalam bahasa Indonesia misalnya seperti apa kalau mau menanyakan informasi?” kemudian salah satu siswa menjawab, “ <i>Apa kamu tau Coboy Junior?</i> ” dan guru membenarkan.
12	Kemudian guru memberikan beberapa contoh ungkapan <i>asking, giving, and denying information</i> dalam bahasa Inggris dan menjelaskan artinya.
13	Guru menjelaskan tujuan dan penggunaan dari beberapa contoh ungkapan <i>asking, giving, and denying information</i>
14	Kemudian guru membagi siswa kedalam kelompok. Masing-masing kelompok beranggotakan 4 siswa. Guru meminta siswa untuk melakukan diskusi kelompok seperti yang sudah dilakukan sebelumnya.
15	Guru memberitahu siswa bahwa kali ini siswa akan melakukan diskusi kelompok tanpa bantuan guru, jadi siswa harus sungguh-sungguh bekerja dalam kelompok dan saling melengkapi karena guru akan memilih

	kelompok diskusi terbaik dan akan memberi hadiah.
16	Siswa tampak sangat antusias dan segera menempatkan diri mereka masing-masing dalam kelompok.
17	Guru memberikan kertas berisi <i>guideline</i> kepada masing-masing kelompok.
18	Guru memutar video percakapan bersubtitle bahasa Inggris sebanyak dua kali. Kemudian guru memberikan waktu untuk diskusi.
19	Selama diskusi, guru berkeliling dan mengecek proses diskusi dan keaktifan siswa dalam kelompok diskusinya.
20	Setelah waktu diskusi habis, satu persatu wakil dari masing-masing kelompok menyampaikan hasil diskusinya secara bergantian.
21	Guru membahas hasil diskusi tersebut dan memberikan beberapa penjelasan tentang video percakapan tersebut.
22	Guru menentukan kelompok terbaik dan memberikan hadiah.
23	Proses belajar mengajar pertemuan pertama ini dapat berlangsung dengan baik. Siswa dapat memahami dan mengikuti pelajaran dengan baik.
24	Guru memberikan review pelajaran hari ini dan menanyakan kesulitan siswa. Kemudian guru menutup pelajaran.
25	C keluar kelas, R meminta izin kepada C untuk melakukan wawancara dengan siswa. C mengizinkan.
26	R mewawancarai beberapa siswa kemudian setelah selesai R menuju ke ruang guru untuk menemui C.
27	R menemui C di ruang guru dan melakukan wawancara tentang pertemuan yang sudah dilakukan.
28	Setelah wawancara dianggap cukup, R mengucapkan terimakasih dan pamit pulang.

### Field note 11

Sabtu, 28 Januari 2012/ 07.00-10.00

1	R datang ke sekolah dan menunggu C didepan ruang guru.
2	Setelah bel berbunyi R dan C segera menuju ruang kelas VIII E.

3	Seperti biasa, C lalu mengambil tempat duduk dibelakang.
4	R bertindak sebagai guru dan C sebagai observer.
5	R kemudian memulai pelajaran hari itu dan masih akan membahas materi tentang <i>asking, giving, and denying information</i> .
6	Guru membuka pelajaran, menyapa dan menanyakan keadaan siswa, serta menyuruh ketua kelas untuk memimpin doa. Kemudian guru mengecek kehadiran siswa dengan memanggil nama siswa satu per satu.
7	Guru menyalakan laptop dan menghubungkannya ke proyektor dan speaker di kelas tersebut.
8	Guru menanyakan materi pada pertemuan sebelumnya. Karena sebagian siswa agak sedikit lupa dengan materi sebelumnya, maka guru mengulas kembali secara singkat tentang materi yang dibahas pada pertemuan sebelumnya.
9	Agar lebih paham dan terbiasa, guru kembali menunjukkan beberapa ungkapan <i>asking, giving, and denying information</i> , memberi contoh pengucapannya, dan meminta siswa untuk menirukannya.
10	Guru meminta siswa untuk bekerja berpasangan.
11	Guru memutar video percakapan tanpa suara dengan subtitle dalam bahasa Inggris.
12	Kemudian guru menjelaskan bahwa aktifitas yang akan mereka lakukan pada hari ini adalah <i>video dubbing</i> , yaitu secara berpasangan siswa akan menjadi pengisi suara dalam video tanpa suara tersebut.
13	Guru memberi waktu kepada siswa untuk mencatat subtitle nya dan melatih pronunciation mereka.
14	Secara bergiliran masing-masing pasangan tampil sebagai <i>video dubber</i> di depan kelas.
15	Guru memberikan feedback pada aktifitas ini dan menanyakan kesulitan siswa.
16	Guru memberikan <i>home project</i> kepada siswa untuk ditampilkan pada pertemuan selanjutnya, yaitu untuk mempersiapkan role play secara

	berkelompok yang masing-masing beranggotakan 4 orang.
17	Guru kemudian menutup pelajaran.
18	C keluar kelas, R meminta izin kepada C untuk melakukan wawancara dengan siswa. C mengizinkan.
19	R mewawancarai beberapa siswa kemudian setelah selesai R menuju ke ruang guru untuk menemui C.
20	R menemui C diruang guru dan melakukan wawancara tentang pertemuan yang sudah dilakukan.
21	Setelah wawancara dianggap cukup, R mengucapkan terimakasih dan pamit pulang.

### Field note 12

Senin, 30 Januari 2012/ 09.30-12.00 WIB

1	R datang ke sekolah pada jam istirahat dan menunggu didepan ruang guru.
2	Ketika bel masuk berbunyi C keluar dan mengajak R menuju kelas VIII E
3	R dan C masuk kekelas. C segera mengambil tempat duduk di belakang.
4	R bertindak sebagai guru, dan C sebagai observer.
5	Guru membuka pelajaran, mengucapkan salam dan memeriksa kehadiran siswa.
6	Guru mereview materi pada pertemuan sebelumnya.
7	Guru menanyakan kesulitan siswa dalam mengenali, mengucapkan dan menggunakan ungkapan <i>asking, giving, and denying information</i> .
8	Guru menanyakan kesiapan siswa untuk menampilkan <i>home project</i> mereka yaitu role play.
9	Guru menjelaskan kriteria penilaian role play yang akan mereka lakukan.
10	Guru mengumumkan bahwa 3 kelompok terbaik akan mendapatkan hadiah.
11	Guru memberikan sedikit waktu pada siswa untuk melakukan persiapan akhir.
12	Guru memanggil masing-masing kelompok bergantian untuk tampil.
13	Guru melakukan penilaian pada penampilan siswa.

14	Guru mengumumkan 3 kelompok terbaik dan memberikan hadiah pada masing-masing kelompok tersebut.
15	Guru berpamitan dan mengucapkan terimakasih kepada siswa kemudian menutup pelajaran dengan doa.
16	C keluar kelas dan R mengikuti dari belakang.
17	Dalam perjalanan ke ruang guru, R dan C berbincang-bincang, R meminta sedikit waktu untuk wawancara. R menyetujui.
18	R dan C sampai di ruang guru dan melakukan wawancara tentang pertemuan yang sudah dilakukan.
19	Setelah wawancara dianggap cukup, R mengucapkan terimakasih dan pamit pulang.

### **Field note 13**

Rabu, 19 September 2012/ 08.00 WIB

1	R datang ke sekolah dan menuju ke ruang tata usaha untuk meminta surat keterangan telah melakukan penelitian.
2	Sambil menunggu surat dibuat, R menuju ruang guru untuk menemui C dan mengucapkan banyak terimakasih.
3	R kembali ke ruang tata usaha untuk mengambil surat keterangan.
4	Selanjutnya R menemui kepala sekolah untuk berpamitan dan juga mengucapkan terimakasih.
5	R pamit pulang.

# **APPENDIX B**

## **(INTERVIEW TRANSCRIPTS)**

## INTERVIEW TRANSCRIPTS

D: Date, T: Time, P: Place,

Rp: Respondent, R: Researcher, C: Collaborator, S: Student.

No.	Source/ Date/ Place	Transcript
1	D : January, 18th, 2012 T : 08.30 P : Teachers' office Rp : Collaborator (Mrs. Tavip)	R : "Ibu, maaf ini saya mau mengganggu sebentar." C : "Oiya Mbak gimana, gimana? Mari sini duduk dulu." R : "Iya Bu terimakasih" C : "Mau minum dulu apa Mbak? Biar dibuatkan pak Agus. (office boy)" R : "Tidak usah Bu, terimakasih sekali nanti malah merepotkan." C : "Yasudah, bagaimana? Apa yang bisa saya bantu?" R : "Begini Bu, saya mau interview sedikit mengenai pertemuan yang tadi." C : "Oiya boleh mbak." R : "Jadi Bu, bagaimana tadi menurut ibu, penyampain materinya pakai video percakapan seperti itu? Menurut ibu sudah jelas apa belum untuk siswa?" C : "Sepertinya sudah lumayan Mbak. Siswa juga terlihat senang dan antusias ya liat video nya, soalnya memang ini kan baru ya untuk mereka, dan terlihat sekali mereka memang suka nonton video nya." R : "Lalu untuk materinya sendiri bagaimana bu? Apa sudah dapat diterima dengan baik oleh siswanya?" C : "Ya, saya rasa itu juga sudah lumayan, tadi kan keliatan juga beberapa siswa sudah bisa menentukan yang mana ungkapan untuk starting, yang mana extending, mana ending. Dan beberapa juga sudah bisa prakteknya juga tadi yang pakai game " <i>Telephoning</i> ". Jadi malah lengkap, sudah pakai video, pake game, ada diskusinya juga sedikit di awal tadi" R : "Iya bu, terimakasih" C : "Cuma itu ya, tadi waktunya agak terlalu



		<p>mepet, jadi agak terburu-buru ya karena aktifitasnya banyak, sebenarnya itu tadi bisa dipakai untuk dua pertemuan itu mbak. Hehe.”</p> <p>R :”Iya ya Bu, tadi memang agak cepet saya karna takut waktunya tidak cukup.</p> <p>C : “Iya mbak, untuk selanjutnya besok mungkin aktifitasnya bisa dikurangi saja untuk tiap pertemuan biar nggak terlalu banyak tapi mengena. Yang penting kan kalo mengajar itu siswanya benar-benar paham. Biar ingetnya juga lebih lama mbak.</p> <p>R : “Iya Bu, benar, besok saya akan kurangi aktifitas disetiap pertemuannya.</p> <p>C : “Iya Mbak biar lebih enak saja, sama-sama enak untuk Mbak dan untuk siswanya juga. Mbak nggak terburu-buru dan siswanya juga bisa lebih paham.</p> <p>R : “Iya Bu, lalu mengenai siswanya tadi ketika diskusi bagaimana Bu? Sepertinya masih ada yang hanya diam saja.”</p> <p>C : “Ya begitu Mbak, memang ada beberapa siswa yang masih pasif kalau diskusi kelompok, jadi hanya mengandalkan temannya yang lain.”</p> <p>R : “Iya, lalu itu bagaimana ya Bu? Agar mau sedikit tergerak untuk terlibat? Hehe.</p> <p>C : “Ya itu kadang susahnya begitu untuk menghadapi siswa yang pasif, rajin-rajin diputari saja Mbak, memang butuh pendekatan khusus, jadi sesekali didekati, mereka kan jadi merasa sedikit canggung kalo didekati gurunya jadi terus mau ikut gabung di kelompoknya. Memang saat ada aktifitas seperti diskusi kelompok begitu harus lebih sering dicek ke masing-masing kelompok, makanya butuh waktu yang nggak sebentar. Kalau yang tadi kan singkat sekali waktunya jadi kurang memonitor masing-masing kelompoknya.</p> <p>R : “Iya Bu, besok-besok akan saya kurangi, hehehe.</p> <p>C : “Iya tidak apa-apa mbak, tapi konsepnya itu sudah bagus kok, diskusi kelompok</p>
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		<p>untuk video review seperti itu bagus, besok di Cycle 2 dipakai lagi saja.</p> <p>R : “Baik Bu, oiya lalu untuk yang aktifitas game nya tadi bagaimana menurut Ibu?</p> <p>C : ”Ya itu juga bagus Mbak, menarik itu karena semua siswa pasti terlibat, dan kita juga langsung tahu mana siswa yang ternyata belum paham dengan materinya.”</p> <p>R : “Iya ya Bu, mau nggak mau kan siswa harus ngomong ketika di telpon, hehe.”</p> <p>C : “Iya, dan menariknya karena itu kan <i>unpredictable</i> jadi siswa nggak tau kapan gilirannya ngomong.”</p> <p>R : “Dan tadi game nya sepertinya siswanya sjuga senang ya Bu?”</p> <p>C : “Iya kan tadi kelihatan mereka menikmatinya, namanya masih usia mereka kan memang lebih tertarik dengan permainan-permainan yang menantang seperti itu.”</p> <p>R : “Banyak tertawa siswanya ketika salah juga, dan berusaha membetulkan walaupun saya bantu, jadi mereka tidak takut lagi untuk berbicara ya Bu?”</p> <p>C : “Iya Mbak.</p> <p>R : “Oiya Bu, kalau mengenai materinya sendiri bagaimana bu?”</p> <p>C : “Materinya juga kan tentang <i>starting, extending and ending a conversation on the telephone</i> ya?”</p> <p>R : “Iya Bu, benar.”</p> <p>C : “Iya tadi sepertinya juga sudah disampaikan semua kok, dari contoh-contoh ungkapannya, pronunciationnya, vocabulary nya juga.”</p> <p>R : “Kalau mengenai conversational video nya bagaimana bu?”</p> <p>C : “Isinya cukup menarik kok, apalagi yang pertama tadi kan lucu sekali ekspresi mukanya, sampai siswa-siswa tertawa semua.”</p> <p>R : “Untuk materinya Bu?”</p> <p>C : “Materinya saya rasa juga sudah cukup, ungkapan-ungkapan yang dijelaskan juga sudah diwakilkan dalam video itu</p>
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		<p>mbak.</p> <p>R : “Jadi conversational videonya itu memang bisa digunakan untuk mengajar materi ini ya Bu?”</p> <p>C : “Ya Mbak, saya rasa memang layak dan bisa dipakai sebagai media untuk mengajar materi percakapan telepon ini.</p> <p>R : “Kalau bahasa yang saya pakai dalam mengajar tadi bagaimana Bu?”</p> <p>C : “Memang begitu sudah bagus mbak, saya kemaren juga pas mengajar kan begitu juga. Pakai bahasa Inggris dulu kemudian di translate ke bahasa Indonesia. Karena kalau tidak begitu siswanya tidak paham. Mereka belum bisa kalau pakai mix language apalagi full English, hehehe. Ada beberapa siswa yang menonjol bisa pakai mix language tapi sebagian besar lainnya belum bisa. Jadi memang harus ditranslate begitu.”</p> <p>R : “Iya Bu, ada saran lain mungkin apa Bu?”</p> <p>C : “Emm, apa ya Mbak, sepertinya sudah diulas semua tadi, hehe. Ya mungkin tadi itu, aktifitasnya jangan terlalu padat, sama siswa yang di bagian pinggir-pinggir lebih diperhatikan, karena kan biasanya fokusnya hanya yang didepan dan yang dibelakang.”</p> <p>R : “Iya baik Bu.”</p> <p>C : “Oiya kalau untuk pertemuan yang besok bagaimana mbak?”</p> <p>R : “Seperti pada lesson plan yang sudah saya sampaikan sebelumnya itu Bu, jadi siswa akan melakukan role play <i>in pairs</i> dan akan diambil nilai nya Bu, bagaimana menurut Ibu?”</p> <p>C : “Ya tidak apa-apa mbak, saya kadang kalau ambil nilai juga dari role play kok. Jadi itu nanti gimana anu nya, apa, prosesnya?”</p> <p>R : “Jadi begini Bu, saya akan memutarka sebuah conversational video lagi sebagai contoh atau gambaran bagi siswa untuk membuat role play nya, jadi siswa punya gambaran bahwa yang akan mereka lakukan itu kurang lebih seperti yang di</p>
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		<p>video percakapan tersebut.”</p> <p>C : “O ya, lalu?”</p> <p>R : “Kemudian saya akan memberi situasi pada masing-masing pasangan sebagai isi dari percakapan yang akan mereka lakukan. Begitu Bu.”</p> <p>C : “Ya, lalu itu berarti mereka membuat percakapannya pada saat itu juga ya? Setelah itu ada aktifitas yang lain tidak? Takut kalau waktunya tidak cukup.”</p> <p>R : “Benar Bu, untuk besok aktifitasnya hanya role play saja, jadi mereka punya banyak waktu untuk membuat percakapan dan perform nya.”</p> <p>C : “Ya, cukup kalau tidak ada aktifitas yang lainnya.”</p> <p>R : “Ada saran lagi Bu?”</p> <p>C : “Saya rasa sudah cukup mbak itu.”</p> <p>R : “Baik Bu, terimakasih banyak atas waktunya, saya sekalian pamit.”</p> <p>C : “Oiya mbak sama-sama.”</p> <p>R : “Assalamu’alaikum Bu.”</p> <p>C : “Wa’alaikum salam, Mbak.”</p>
	<p>D : January, 18th, 2012</p> <p>T : 09.00</p> <p>P : Class VIII E</p> <p>Rp : Student (Irsa)</p>	<p>R : “Dek, sini sebentar Dek.”</p> <p>S : “Iya Miss, ada apa?”</p> <p>R : “Hei, ini siapa namanya?”</p> <p>S : “Irsa, Miss.”</p> <p>R : “Tadi pelajarannya gimana? Ngerti nggak?”</p> <p>S : “Iya Miss lumayan ngerti kok.”</p> <p>R : “Terus tadi video nya gimana?”</p> <p>S : “Bagus Miss, aku suka.”</p> <p>R : “Ada kesulitannya nggak pas belajar pakai video?”</p> <p>S : “Emm, enggak sih miss, paling itu video nya ngomongnya kurang jelas”</p> <p>R : “Oo kurang jelas ya? Tapi gimana, suka nggak belajar pakai video?”</p> <p>S : “Suka Miss, suka banget malah soalnya bagus nggak ngebosenin, bisa jadi hiburan juga, hehe.”</p> <p>R : “Itu kurang jelas nya dimana nya?”</p> <p>S : “Ya itu Miss, di ngomongnya kurang jelas, nggak begitu denger.”</p> <p>R : “Kurang jelas apa kurang keras?”</p>

	<p>S : “Eh ya itu, kurang jelas, kalo kerasnya enggak, Cuma itu ngomongnya yang kurang jelas, mungkin kecepeten ngomongnya.”</p> <p>R : “Kurang jelas pengucapannya ya.”</p> <p>S : “Iya Miss, itu. Hehe.”</p> <p>R : “Terus, tadi game nya gimana? Suka nggak?”</p> <p>S : “Suka Miss.”</p> <p>R : “Sukanya dimananya?”</p> <p>S : “Seru Miss.”</p> <p>R : “Seru gimana?”</p> <p>S : “Emm, gimana ya, ya pokoknya ya seru soalnya nyebut nomor telp nya kan acak, kesebutnya juga acak, jadi bikin deg-degan terus seru aja kalau pas tiba-tiba nomor telp nya kesebut.</p> <p>R : “Tapi jadi bikin lebih percaya diri kan?”</p> <p>S : “Iya Miss, jadi lebih PD buat ngomong.”</p> <p>R : “Lebih PD nya gimana?”</p> <p>S : “Ya soalnya semua kan juga dapat giliran dan ngomong dan banyak yang salah juga, jadi nggak takut salah juga kalo pas ngomong.</p> <p>R : “Terus jadi lebih termotivasi nggak buat ngomong?”</p> <p>S : “Iya Miss, termotivasi.”</p> <p>R : “Termotivasinya gimana?”</p> <p>S : “Emm, gimana ya, ya gitu deh, jadi pengen ngomong kaya yang di video gitu.”</p> <p>R : “O ya, kalau pelajarannya tadi sama kaya pelajaran biasanya nggak?”</p> <p>S : “Enggak Miss, beda banget.”</p> <p>R : “Emang biasanya Bu Tavip gimana ngajarnya?”</p> <p>S : “Ya gitu deh.”</p> <p>R : “Gitu gimana?”</p> <p>S : “Ya gitu Miss, sukanya pakai LKS, terus suruh praktek baca keras-keras gitu.”</p> <p>R : “Oo, terus apa lagi?”</p> <p>S : “Sama disuruh buat dialog gitu dari LKS, pokoknya seringnya pakai LKS.</p> <p>R : “Pernah pakai video juga nggak?”</p> <p>S : “Enggak, belum pernah Miss.”</p> <p>R : “Kalau menurut Irsa apa yang kurang dari</p>
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		<p>video percakapan tadi?</p> <p>S : “Apa ya, paling ya itu tadi Miss, kecepetan ngomongnya, orang yang di video.”</p> <p>R : “O ya, makasi ya Irsa, eh tolong panggilin temenmu yang satunya itu ya.”</p> <p>S : “Oke Miss.”</p>
	<p>D : January, 18th, 2012</p> <p>T : 09.05</p> <p>P : Class VIII E</p> <p>Rp : Student (Via)</p>	<p>R : “Halo, yang ini namanya siapa ya?”</p> <p>S : “Via.”</p> <p>R : “Via, tadi pelajarannya gimana?”</p> <p>S : “Asyik.”</p> <p>R : “Kayak biasanya ga?”</p> <p>S : “Enggak Miss, beda banget.”</p> <p>R : “Bedanya dimananya Via?”</p> <p>S : “Kalo yang tadi kan sering maju mis. Sering praktek ngomong didepan kelas.”</p> <p>R : “Emang biasanya Bu Tavip gimana ngajarnya?”</p> <p>S : “Kalo bu guru biasanya Cuma dari LKS Miss, paling praktek baca apa bikin dialog dari LKS.</p> <p>R : “Nggak disuruh praktek maju kedepan kelas?”</p> <p>S : “Kadang-kadang aja Miss.”</p> <p>R : “Terus pas dikasih contoh tentang ungkapan mengawali, memperpanjang, dan menutup percakapan telepon tadi udah jelas belum? Udah ngerti.”</p> <p>S : “Jelas, Miss. Insya Allah paham. Hehe.”</p> <p>R : “Yang bener? Coba sekarang kalo misal mau mengawali percakapan telepon gimana?”</p> <p>S : “Hehe, malu. Hello. This is Via, can I speak to Rara? Hehe, bener nggak Miss?”</p> <p>R : “Ya, bener. Udah ngerti ya berarti?”</p> <p>S : “Iya Miss.”</p> <p>R : “Terus, tadi ada game nya itu gimana? Suka nggak?”</p> <p>S : “Suka Miss.”</p> <p>R : “Sukanya dimananya?”</p> <p>S : “Seru asyik Miss.”</p> <p>R : “Asiknya gimana?”</p> <p>S : “Emm, ya pelajarannya jadi menyenangkan aja Miss, nggak</p>

		<p>monoton. Jadi nggak canggung. Tapi bikin deg-degan kalo pas ada yang nyebut nomor telp nya.”</p> <p>R : “Tapi jadi bikin lebih percaya diri kan?”</p> <p>S : “Iya Miss, jadi PD kalau ngomong.”</p> <p>R : “PD nya gimana?”</p> <p>S : “Ya jadi nggak canggung aja Miss, nggak kaku, karena kan sambil ketawa-ketawa.”</p> <p>R : “Terus jadi lebih termotivasi nggak buat ngomong?”</p> <p>S : “Iya Miss, termotivasi.”</p> <p>R : “Termotivasinya gimana?”</p> <p>S : “Ya jadi lebih bersemangat aja Miss, karena kan jadi terbiasa ngomongnya.”</p> <p>R : “Pernah pakai video juga nggak?”</p> <p>S : “Enggak, belum pernah Miss.”</p> <p>R : “Suka pakai video?”</p> <p>S : “Suka Miss.”</p> <p>R : “Sukanya kenapa?”</p> <p>S : “Jadi lebih jelas, tahu cara ngucapinnya orang Inggris sama menambah pengalaman juga.</p> <p>R : “Terus, kalau menurut Via, yang kurang apa dari video percakapan tadi.”</p> <p>S : “Emm, suaranya agak nggak jelas, jadi harus diputar beberapa kali.”</p> <p>R : “Ya oke, makasi ya Via.”</p> <p>S : “Iya Miss.”</p>
	<p>D : January, 18th, 2012</p> <p>T : 09.08</p> <p>P : Class VIII E</p> <p>Rp : Student (Ilham)</p>	<p>R : “Hei Dek, wawancara sebentar ya?”</p> <p>S : “Ya Miss”</p> <p>R : “Namanya siapa ini?”</p> <p>S : “Ilham.”</p> <p>R : “Ilham, tadi pelajarannya gimana? Ngerti nggak?”</p> <p>S : “Ngerti, Miss.”</p> <p>R : “Ngerti gimana?”</p> <p>S : “Ya mudeng sama pelajarannya Miss.”</p> <p>R : “Terus tadi video percakapannya gimana? Bagus nggak?”</p> <p>S : “Bagus kok Miss.”</p> <p>R : “Bagus nya gimana?”</p> <p>S : “Ya itu, audio visualnya bagus, menarik.”</p> <p>R : “Ada kesulitannya nggak pas belajar pakai video percakapan itu?”</p>

	<p>S : “Emm, ada sih.”</p> <p>R : “Apa kesulitannya?”</p> <p>S : “Itu apa tu, conversationnya terlalu cepat, jadi agak susah memahami. Harus diulang-ulang biar paham.”</p> <p>R : “Oo kecepeten ya? Tapi gimana, suka nggak belajar pakai video?”</p> <p>S : “Suka.”</p> <p>R : “Sukanya kenapa?”</p> <p>S : “Jadi variasi aja Miss, nggak bosan, dan kan menarik videonya.</p> <p>R : “Bagusnya dari video percakapan ini apa?”</p> <p>S : “Emm, ya kita jadi tau orang aslinya ngomong, kalau orang sini ngomong bahasa Inggris kan beda.”</p> <p>R : “Bedanya gimana?”</p> <p>S : “Agak medhok-medhok gimana gitu.”</p> <p>R : “Hahaha, yayaya. Terus, tadi game nya gimana? Suka nggak?”</p> <p>S : “Suka.”</p> <p>R : “Sukanya dimananya?”</p> <p>S : “Asyik aja belum pernah.”</p> <p>R : “Emang belum pernah belajar pakai game?”</p> <p>S : “Pernah sih, tapi jarang, dan yang game kaya tadi belum pernah.”</p> <p>R : “Terus jadi bikin lebih percaya diri nggak?”</p> <p>S : “Iya sih.”</p> <p>R : “Percaya diri nya gimana gimana?”</p> <p>S : “Ya kan jadi sering latihan, jadinya lebih PD.</p> <p>R : “Jadi lebih termotivasi juga nggak buat ngomong?”</p> <p>S : “Termotivasi.”</p> <p>R : “Termotivasinya gimana?”</p> <p>S : “Ya karena materinya kan contoh percakapannya kan dari video, jadinya menarik. Karena menarik jadi belajarnya seneng, karena seneng pelajarannya jadi cepet masuk kekepala. hehe”</p> <p>R : “O ya, kalau pelajarannya tadi sama kaya pelajaran biasanya nggak?”</p> <p>S : “Enggak.”</p> <p>R : “Emang biasanya Bu Tavip gimana</p>
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		<p>ngajarnya?”</p> <p>S : “Pakai LKS sama buku dari perpustakaan, tapi seringnya LKS.”</p> <p>R : “Oo, terus apa lagi?”</p> <p>S : “Sama disuruh dialog sama teman sebangku.”</p> <p>R : “Pernah pakai video juga nggak?”</p> <p>S : “Enggak, belum pernah.”</p> <p>R : “Suka pakai video apa belajar yang biasanya?”</p> <p>S : Suka yang pakai video soalnya bikin pelajarannya jadi menarik.”</p> <p>R : “Oke, makasi ya Ilham.”</p> <p>S : “Ya.”</p>
	<p>D : January, 18th, 2012</p> <p>T : 09.11</p> <p>P : Class VIII E</p> <p>Rp : Student (Rinto)</p>	<p>R : “Dek, boleh minta tolong wawancara sebentar nggak?”</p> <p>S : “Emm, boleh nggak ya.”</p> <p>R : “Hemm.”</p> <p>S : “Hehe.”</p> <p>R : “Namanya siapa dek?”</p> <p>S : “Siapa hayo?”</p> <p>R : “Hemm, ayo dek agak serius dong.”</p> <p>S : “Hehe, iya Miss, Rinto.”</p> <p>R : “Rinto, tadi pelajarannya gimana?”</p> <p>S : “Baik-baik saja.”</p> <p>R : “Baik-baiknya gimana? Ngerti nggak?”</p> <p>S : “Ngerti.”</p> <p>R : “Ngerti gimana?”</p> <p>S : “Paham sama pelajarannya.”</p> <p>R : “Bener?”</p> <p>S : “Bener dong.”</p> <p>R : “Gimana coba, tunjukkan ke Miss Safi.”</p> <p>S : “Hahaha, ya kaya tadi pas pelajaran.”</p> <p>R : “Ya gimana? Miss Safi pengen tau.”</p> <p>S : “Malu Miss, itu lho banyak temen-temen nanti diketawain.”</p> <p>R : “Enggak, coba gimana cepetan?”</p> <p>S : “Iya deh. <i>Hello, Rinto speaking</i>. Udah.”</p> <p>R : “Kok udah?”</p> <p>S : “Udah itu aja Miss, malu aku.”</p> <p>R : “Yaudah, terus tadi menurut Rinto video percakapannya gimana? Bagus nggak?”</p> <p>S : “Bagus.”</p> <p>R : “Bagus nya gimana?”</p> <p>S : “Ya bagus, gambar-gambarnya bagus.”</p>

		<p>Ada yang lucu juga.”</p> <p>R : “Ada kesulitannya nggak pas belajar pakai video percakapan itu?”</p> <p>S : “Emm, apa ya.”</p> <p>R : “Kesulitannya atau kurangnya gitu?”</p> <p>S : “Kayaknya nggak ada.”</p> <p>R : “Bener?”</p> <p>S : “Paling itu suaranya kurang jelas sama video yang satunya cepet ngomongnya.</p> <p>R : “Oo kecepeten ya? Tapi gimana, suka nggak belajar pakai video?”</p> <p>S : “Suka.”</p> <p>R : “Sukanya kenapa?”</p> <p>S : “Jadi ada hiburan.”</p> <p>R : “Hiburan gimana?”</p> <p>S : “Ya hiburan Miss, jadi nggak bosenin pelajarannya.</p> <p>R : “Bagusnya dari video percakapan ini apa?”</p> <p>S : “Emm, jadi tambah kata-kata baru.”</p> <p>R : “Dapat kosa kata baru ya maksudnya?”</p> <p>S : “Iya itu.”</p> <p>R : “Terus, tadi game nya gimana? Menarik nggak?”</p> <p>S : “Menarik.”</p> <p>R : “Menariknya dimananya?”</p> <p>S : “Seru aja mainannya, sekaligus belajar ngomong.”</p> <p>R : “Terus jadi bikin lebih percaya diri nggak?”</p> <p>S : “Iya.”</p> <p>R : “Iya gimana?”</p> <p>S : “Banyak latihan jadi PD.”</p> <p>R : “Jadi lebih termotivasi juga nggak buat ngomong?”</p> <p>S : “Iya.”</p> <p>R : “Iya gimana?”</p> <p>S : “Ya termotivasi, nggak takut ngomong pakai bahasa Inggris.”</p> <p>R : “Emang biasanya takut?”</p> <p>S : “Bukan takut ngomong sih, tapi takut salah ngomongnya.”</p> <p>R : “Kenapa takut salah ngomong?”</p> <p>S : “Diketawain temen-temen sama takut dimarahi.”</p> <p>R : “Sekarang udah nggak takut lagi?”</p>
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		<p>S : “Agak.”</p> <p>R : “Kenapa?”</p> <p>S : “Karena nggak dimarahi.”</p> <p>R : “Emang biasanya dimarahi?”</p> <p>S : “Kadang-kadang.”</p> <p>R : “Pasti karena nggak merhatiin pelajaran itu. Yaudah, terus kalau pelajarannya tadi sama kaya pelajaran biasanya nggak?”</p> <p>S : “Enggak.”</p> <p>R : “Biasanya gimana?”</p> <p>S : “Biasanya nggak pakai video sama nggak pakai game.”</p> <p>R : “Terus pakai apa?”</p> <p>S : “Pakai LKS sama buku paket.”</p> <p>R : “Disuruh ngapain sama LKS dan buku paketnya?”</p> <p>S : “Disuruh baca keras-keras sama bikin dialog sama teman sebangku.”</p> <p>R : “Jadi suka nggak pakai video percakapan seperti tadi?”</p> <p>S : “Suka.”</p> <p>R : “Oke, makasi ya Rinto.”</p> <p>S : “Ya.”</p>
	<p>D : January, 18th, 2012</p> <p>T : 09.15</p> <p>P : Class VIII E</p> <p>Rp : Student (Nanda)</p>	<p>R : “Namanya siapa Dek?”</p> <p>S : “Nanda.”</p> <p>R : “Nanda, tadi pelajarannya gimana? Sudah paham?”</p> <p>S : “Iya.”</p> <p>R : “Iya gimana?”</p> <p>S : “Sudah paham.”</p> <p>R : “Sudah paham apanya? Bisa?”</p> <p>S : “Insya Allah.”</p> <p>R : “Emang tadi belajar tentang apa?”</p> <p>S : “Mengawali, memperpanjang dan menutup percakapan telepon.”</p> <p>R : “Ya, terus tadi video percakapannya gimana? Bisa dimengerti?”</p> <p>S : “Insya Allah, Miss.”</p> <p>R : “Bagus?”</p> <p>S : “Bagus dan menarik.”</p> <p>R : “Ada kesulitannya nggak pas belajar pakai video percakapan tadi?”</p> <p>S : “Sedikit.”</p> <p>R : “Apa?”</p>

	<p>S : “Agak nggak jelas suaranya.”</p> <p>R : “Ya ngomongnya belibet lidahnya, susah dipahami, harus di putar berkali-kali biar paham.”</p> <p>R : “Oo itu ya, tapi gimana, suka nggak belajar pakai video?”</p> <p>S : “Iya suka.”</p> <p>R : “Sukanya kenapa?”</p> <p>S : “Karena bagus.”</p> <p>R : “Bagusnya apa?”</p> <p>S : “Bisa lebih merangsang untuk bicara bahasa Inggris.”</p> <p>R : “Maksudnya gimana?”</p> <p>S : “Iya jadi tau cara ngucapinnya, sama artinya juga. Jadi pengen bisa ngomong bahasa Inggris.”</p> <p>R : “Oo, ya. Terus, tadi game nya gimana? Menarik nggak?”</p> <p>S : “Menarik.”</p> <p>R : “Menarik gimana?”</p> <p>S : “Lebih menantang.”</p> <p>R : “Menantang gimana?”</p> <p>S : “Ya jadi menantang kan soalnya nggak tau kapan giliran kita untuk ngomong, jadi bikin <i>nervous</i> tapi langsung lega pas udah dapat gilirannya.”</p> <p>R : “Terus jadi bikin lebih percaya diri nggak?”</p> <p>S : “Iya.”</p> <p>R : “Percaya diri nya gimana?”</p> <p>S : “Agak nggak malu-malu lagi buat ngomong.”</p> <p>R : “Jadi lebih termotivasi juga nggak untuk ngomong?”</p> <p>S : “Termotivasi.”</p> <p>R : “Termotivasinya gimana?”</p> <p>S : “Termotivasi untuk sering latihan.”</p> <p>R : “Terus kalau pelajarannya tadi sama kaya pelajaran biasanya nggak?”</p> <p>S : “Beda”</p> <p>R : “Bedanya apa?”</p> <p>S : “Biasanya pakai LKS.”</p> <p>R : “Disuruh latihan ngomong juga nggak?”</p> <p>S : “Iya.”</p> <p>R : “Latihan ngomongnya gimana?”</p> <p>S : “Bikin dialog sama teman sebangku, terus</p>
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		<p>dipraktekkan.”</p> <p>R : “Sudah pernah pakai video sebelumnya?”</p> <p>S : “Belum pernah.”</p> <p>R : “Suka nggak belajar pakai video percakapan seperti tadi?”</p> <p>S : “Suka.”</p> <p>R : “Oke, makasi ya.”</p> <p>S : “Ya Miss.”</p>
	<p>D : January, 21st, 2012</p> <p>T : 11.00</p> <p>P : Teachers’ office</p> <p>Rp : Collaborator (Mrs. Tavip)</p>	<p>R : “Ibu, maaf mau mengganggu waktunya sebentar.”</p> <p>C : “Iya Mbak, gimana?”</p> <p>R : “Jadi Bu. Bagaimana menurut ibu mengenai aktifitas di pertemuan kedua ini?”</p> <p>C : “Jadi ya begitu, kadang anak-anak kalo disuru kerja berpasangan gitu ada yang malah rame ngobrol sendiri, main-main dulu baru kalau sudah ditegur baru mulai ngerjain.”</p> <p>R : “Tapi tadi sepertinya terlalu lama di bagian persiapannya ya bu, pembuatan dialognya.”</p> <p>C : “Iya mbak, itu kan karena salah satunya tadi pada gojekan dulu itu, sama juga tadi karena kan kamus nya cuma sedikit, jadi lama pada antri mau pakai kamus. Itu gini aja mbak, besok lagi bilang dulu sama petugas perpustakaan sebelumnya kalau mau pakai kamus biar di siapin. Tadi mau pinjam ke perpustakaan kan soalnya udah habis kedulu kelas lain. Karena memang fasilitas kamus nya terbatas, jadi gantian sama kelas lain. Sama biar nggak terlalu lama juga anak-anak ngerjainnya jadi dibatasi waktu aja aja mbak, biar mereka nggak ada waktu main-main dulu. Memang harus dibegitukan anak-anak itu biar disiplin.”</p> <p>R : “Baik bu, terimakasih banyak masukannya.”</p> <p>C : “Ya Mbak.”</p> <p>R : “Oiya Bu, kalau peran dari video percakapannya sendiri bagaimana Bu?”</p> <p>C : “Kalau <i>conversational video</i> nya kan paling banyak dipakai pada pertemuan</p>

		<p>sebelumnya ya, kalau dipertemuan ini tadi kan hanya sebagai contoh ya, sebagai model untuk siswa dalam melakukan role play.”</p> <p>R : “Iya benar Bu, kalo kira-kira menurut Ibu berpengaruh tidak terhadap keterampilan berbicara siswa.”</p> <p>C : “Iya Mbak, berpengaruh.”</p> <p>R : “Berpengaruhnya seperti apa Bu?”</p> <p>C : “Ya <i>at least</i> kan siswanya menyaksikan <i>conversational video</i> itu jadi tahu bagaimana cara mengucap, gerak tubuh ketika berbicara, dan juga kelancaran saat berbicara. Jadi itu bisa menjadi acuan bagi mereka ketika akan menampilkan role play. Mereka jadi tahu ungkapan-ungkapan apa yang harus digunakan, dan juga gerak tubuh yang seperti apa yang sesuai untuk memeragakan percakapan yang mereka tampilkan.”</p> <p>R : “Iya Bu, tetapi tadi kelihatannya masih banyak juga yang malu-malu saat tampil ya Bu?”</p> <p>C : “Iya Mbak, karena kan mereka belum terbiasa saja, dengan persiapan yang singkat dan langsung ditampilkan. Tapi tadi beberapa sudah bagus juga penampilannya.</p> <p>R : “Kalau dari penampilannya tadi secara umum students’ speaking skill nya siswa sendiri bagaimana Bu? Seperti pronunciation, vocabulary, fluency, dan comprehensionnya?”</p> <p>C : “Ya mbak bagian-bagian itu juga sudah lumayan. Untuk pronunciationnya juga siswa sudah terlihat meningkat, sudah tidak terlalu banyak salah mengucapkannya, Cuma tadi yang masih agak parah itu Endah, memang dia masih kurang anaknya. Tapi yang lainnya sudah lumayan.”</p> <p>R : “Ya Bu, kalau untuk vocabularynya bagaimana Bu?”</p> <p>C : “Vocabulary nya juga sudah lumayan, perbendaharaan kata mereka juga</p>
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		<p>ketambahan kata-kata yang terdapat dalam video. Jadi memperkaya kosa kata mereka.</p> <p>R : “Lalu fluency nya bagaimana Bu?”</p> <p>C : “Beberapa siswa sudah tidak terlihat terbata-bata lagi dalam berbicara, setidaknya mereka sudah tidak canggung dan kaku lagi ketika tampil ya Mbak.”</p> <p>R : “Ya Bu, kemudian comprehensionnya Bu?”</p> <p>C : “Terkadang siswa itu kan kalau disuruh tampil begitu suka ngapalin dialognya duluan ya Mbak, jadi kadang mereka sendiri itu nggak ngerti sama apa yang mereka tampilkan. Tapi kalau dari penampilan ini tadi karena mungkin situasi yang diberikan juga sederhana jadi siswa nggak terlalu sulit untuk memahami. Dan juga ungkapan-ungkapan yang mereka pakai juga kan kemarin sudah dijelaskan artinya jadi tidak terlalu sulit untuk memahami artinya.”</p> <p>R : “Kalau dari segi motivasi, apakah menurut Ibu siswa termotivasi dengan penggunaan media video percakapan ini Bu?”</p> <p>C : “Iya Mbak, ini kan baru ya bagi mereka, karena terus terang saya memang belum pernah pakai media yang seperti ini. Nah biasanya siswa itu kan tertarik dengan sesuatu yang baru, sesuatu yang tidak biasa mereka gunakan dan lakukan. Dan kalau melihat antusiasisme siswa dengan media ini ya pasti juga akan memotivasi mereka. Terbukti juga yang tadinya pasif, sudah mulai mau belajar bicara, dan yang aktif jadi makin giat bertanya dan berlatih bicara.”</p> <p>R : “Lalu untuk aktifitas role play nya sendiri bagaimana menurut Ibu?”</p> <p>C : “Ya Mbak, ya memang kalau untuk menilai speaking skill nya siswa salah satu cara yang bisa dipakai melalui role play. Saya juga sering menggunakan aktifitas ini untuk mengambil nilai</p>
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		<p>sekaligus mengukur kemampuan mereka. Jadi ya tidak ada masalah.”</p> <p>R : “Kemudian ada saran atau masukan untuk pertemuan yang selanjutnya Bu?”</p> <p>C : “Apa ya mbak,o mungkin itu mbak, besok kalau ada role play lagi bisa dibebaskan situasinya jadi mereka bisa lebih bebas berekspresi mau membahas apa dalam percakapannya boleh di dukung dengan properti yang terkait, jadi agar mereka lebih tertantang, tapi kalau bisa itu jadi homework saja mbak, jadi agar persiapan mereka lebih matang dan bisa menampilkan yang terbaik. Saya rasa itu saja.”</p> <p>R : “Baik Bu, terimakasih banyak, saya sekalian pamit pulang Bu.”</p> <p>C : “Ya Mbak hati-hati di jalan.”</p> <p>R : “Iya Bu, Assalamu’alaikum.”</p> <p>C : “Wa’alaikum salam Mbak.”</p>
	<p>D : January, 25th, 2012</p> <p>T : 11.45</p> <p>P : Class VIII E</p> <p>Rp : Student 1 (Vera) Student 2 (Suci)</p>	<p>R : “Hei Dek, sini sebentar deh.”</p> <p>S1 : “Ada apa Miss?”</p> <p>R : “Wawancara sebentar ya.”</p> <p>S2 : “Ya Miss.”</p> <p>R : “Siapa ini namanya?”</p> <p>S2 : “Suci sama Vera.”</p> <p>R : “Yang Suci yang mana yang Vera yang mana?”</p> <p>S1 : “Vera”</p> <p>R : “Berarti ini Suci?”</p> <p>S2 : “Iya”</p> <p>R : “Gimana tadi pelajarannya? Ngerti nggak?”</p> <p>S1 : “Ngerti kok.”</p> <p>S2 : “Emm iya Miss.”</p> <p>R : “Jadi gimana? Kalian sudah paham dengan ungkapan-ungkapan yang ada dalam video belum? Terus cara ngucapin sama artinya juga sudah paham?”</p> <p>S1 : “Iya mbak sudah. Soalnya pakai video jadi lebih jelas. Kan ada teks nya juga jadi tau kalo ternyata kata ini tu cara ngucapinnya kayak gitu. Arti kata-katanya juga udah tau.”</p> <p>S2: “Iya mbak kayak gitu, hehe, udah</p>



		<p>lumayan jelas, terus juga kan jadi nambah tau arti kata-katanya.”</p> <p>R : “Terus tadi dapat hadiah seneng nggak?”</p> <p>S1: “Seneng Miss, bikin jadi tambah semangat. Hehe.”</p> <p>S2: “Aku tadi nggak dapet hadiah kan nggak menang, tapi seneng juga soalnya pas pertamanya dikasi tau kalo menang dapet hadiah jadi pengen menang, walaupun enggak.”</p> <p>R : “Oiya terus tadi diskusi kelompoknya gimana? Kerjainnya bareng-bareng apa sendiri-sendiri orang?”</p> <p>S2 : “Bareng-bareng kok Miss.”</p> <p>S1 : “Iya Miss bareng-bareng kan namanya diskusi kelompok, ya bareng-bareng.</p> <p>R : “Yang bener? Emang tadi apa aja yang didiskusikan dalam kelompok?”</p> <p>S2 : “Banyak ya?”</p> <p>S1 : “Iya Miss, ungkapan yang dipakai, isi video percakapan, trus artinya. Ya gitu deh pokoknya.”</p> <p>R : “Terus menurut kalian aktifitas diskusi seperti tadi gimana? Menyenangkan nggak?”</p> <p>S1 : “Menyenangkan Miss.”</p> <p>R : “Menyenangkannya gimana?”</p> <p>S1 : “Emm, gimana ya.”</p> <p>S2 : “Bisa menambah kekompakan Miss, jadi lebih akrab.”</p> <p>S1 : “Iya jadi lebih akrab Miss.”</p> <p>R : “Trus apa lagi?”</p> <p>S1 : “Ya seru aja Miss kalau dikerjain bareng-bareng jadinya nggak bosan.”</p> <p>S2 : “Iya.”</p> <p>R : “Ya, terus kalau belajarnya pakai video percakapan seperti itu jadi lebih memotivasi kalian nggak?”</p> <p>S2 : “Memotivasi Miss.”</p> <p>S1 : “Iya Miss.”</p> <p>R : “Memotivasinya gimana?”</p> <p>S1 : “Iya jadi suka aja sama pelajarannya.”</p> <p>R : “Sukanya kenapa?”</p> <p>S1 : “Karena liat video, nggak kayak biasanya.”</p> <p>S2 : “Iya Miss, jadinya menyenangkan nggak</p>
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		<p>bosen, seneng belajarnya.”</p> <p>R : “Kalau kekurangannya apa dari video percakapannya?”</p> <p>S2 : “Nggak ada kayaknya.”</p> <p>S1 : “Itu Miss harus diulang-ulang lihatnya.”</p> <p>R : “Kenapa?”</p> <p>S1 : “Soalnya kalau cuma sekali nonton nggak mudeng.”</p> <p>R : Ooh ya, yaudah makasi ya Vera sama Suci.”</p> <p>S1 &amp; S2 : “Iya Miss.”</p>
	<p>D : January, 25th, 2012</p> <p>T : 11.55</p> <p>P : Class VIII E</p> <p>Rp : Student 1 (Wildan) Student 2 (Dhanu)</p>	<p>R : “Dek, namanya siapa?”</p> <p>S1 : “Wildan.”</p> <p>R : “Yang ini?”</p> <p>S2 : “Dhanu.”</p> <p>R : “Nanya-nanya dikit ya?”</p> <p>S2 : “Ya”</p> <p>R : “Gimana tadi pelajarannya?”</p> <p>S1 : “Baik-baik saja.”</p> <p>R : “Baik-baik gimana? Menyenangkan apa nggak? Sudah paham apa belum? Gitu lho, hemm.</p> <p>S2 : “Iya lumayan.”</p> <p>S1 : Insya Allah paham.”</p> <p>R : “Beneran ya? Terus sudah paham dengan ungkapan-ungkapan yang ada dalam video belum? Cara ngucapin sama artinya juga sudah paham apa belum?”</p> <p>S1 : “Iya mbak sudah. Apalagi ada teks nya jadi lebih jelas.”</p> <p>S2: “Iya mbak lebih jelas.”</p> <p>R : “Terus tadi dapat hadiah seneng nggak?”</p> <p>S1: “Nggak dapet kok Mbak.”</p> <p>S2: “Iya Mbak kan nggak dapet hadiah, yang dapet kan kelompoknya naufal.”</p> <p>R : “Oiya ya, hehe ya nggak papa siapa tau besok dapet.”</p> <p>S2 : “Ada hadiahnya lagi po mbak?”</p> <p>R : “Rahasia dong, hehe. Tapi seneng nggak kegiatannya tadi? Pas dikasih tau kalau dapat hadiah jadi termotivasi nggak?”</p> <p>S1 : “Iya Mbak, semangat pengen menang.”</p> <p>S2 : “Hehe iya, tapi tetep nggak menang.”</p> <p>R : “Ya, terus apalagi yang menarik dari aktifitas tadi?”</p>

		<p>S1 : “Emm apa ya, jadi lebih kompak aja mbak sekelompok.”</p> <p>S2 : “Iya Mbak, menambah kekompakan antar teman.”</p> <p>R : “Selain karena hadiah, video percakapannya sendiri kira-kira udah memotivasi belum?”</p> <p>S2 : “Memotivasi sedikit ditambah hadiah jadi memotivasi banyak.”</p> <p>S1 : “Hahaha.”</p> <p>R : “Haha. Memotivasinya gimana?”</p> <p>S1 : “Karena bikin penasaran.”</p> <p>R : “Maksudnya?”</p> <p>S1 : “Ya kan pas baru mau nonton gitu penasaran video nya tentang apa gitu, hehe.”</p> <p>S2 : “Nggak membosankan.”</p> <p>R : “Ya, kalau kekurangannya apa dari video percakapannya?”</p> <p>S2 : “Nggak ada kayaknya.”</p> <p>R : “Yaudah makasi ya Wildan sama Dhanu.”</p> <p>S1 &amp; S2 : “Ya.”</p>
	<p>D : January, 25th, 2012</p> <p>T : 11.00</p> <p>P : Teachers’ office</p> <p>Rp : Collaborator (Mrs. Tavip)</p>	<p>R : “Ibu, maaf, mau wawancara lagi.”</p> <p>C : “Oh iya Mbak, mari sini gimana?”</p> <p>R : “Mengenal pertemuan hari ini tadi Bu.”</p> <p>C : “Iya Mbak gimana?”</p> <p>R : “Menurut Ibu tadi penggunaan kamus nya bagaimana Bu?”</p> <p>C : “Oya Mbak, sudah nggak rebutan lagi ya tadi karena kan masing-masing siswa sudah dapat tidak seperti yang sebelumnya, jadi lebih efektif juga waktunya.”</p> <p>R : “Siswa jadi lebih terbantu tidak Bu?”</p> <p>C : “Oiya mbak, jelas lebih terbantu, mereka jadi lebih mandiri juga dengan kamus itu, terutama untuk vocabularynya ya, sangat membantu mereka, yang mereka tidak tahu arti kata yang ada dalam video jadi bisa mencari sendiri ya, itu tadi jadi lebih mandiri.”</p> <p>R : “Lalu, bagaimana pendapat Ibu mengenai pertemuan yang ini tadi Bu? Bagaimana pendapat Ibu mengenai pemberian</p>

		<p>reward?”</p> <p>C : “Ya mbak, bagus ya, karena siswa kan ditantang untuk menganalisis conversational video yang ditunjukkan, mereka juga udah kelihatan guyub di kelompoknya, udah mau aktif semua. Terus pembahasannya dilakukan secara bersama-sama setelah menyampaikan diskusi, jadi siswa juga jadi lebih paham dan banyak yang mau bertanya juga tadi. Siswa juga pasti seneng banget itu diiming-imingi hadiah, semua jadi lebih semangat dan termotivasi untuk menang biar dapat kadiahnya.”</p> <p>R : “Jadi reward nya ini bisa memotivasi siswa untuk lebih aktif ya Bu?”</p> <p>C : “Iya Mbak, mereka kan tertarik dan yang jelas penasaran, apa ya hadiahnya, jadi kan mereka jadi semangat unuk mendapatkan hadiahnya itu.”</p> <p>R : “Tapi tidak membuat yang tidak dapat reward jadi iri kan Bu?”</p> <p>C : “Saya rasa tidak, mereka cukup sportif dengan hal-hal yang semacam ini. Bisa dilihat juga tadi mereka semua bisa menerimanya yang menang, karena tadi juga kan sudah dijelaskan jawaban-jawaban yang benarnya. Jadi mereka pun tau mana yang layak mendapatkan hadiah.”</p> <p>R : “Kemudian untuk <i>conversational videosnya</i> sendiri bagaimana Bu setelah diberi subtitle? Apa siswa jadi lebih bisa memahami percakapannya?”</p> <p>C : “Ya tentu, itu sangat membantu, siswa jadi lebih mudah memahami dengan adanya subtitle itu. Ketika mereka kesulitan menerka ucapan dalam video mereka bisa langsung mengetahui kata yang diucapkannya itu.”</p> <p>R : “Iya Bu, lalu untuk diskusi kelompoknya sendiri, bagaimana menurut pendapat ibu?”</p> <p>C : “Ya seperti yang tadi sudah saya utarakan, sebagian besar dari mereka sudah mau aktif berpartisipasi dalam</p>
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		<p>kelompoknya. Sudah guyub dan tidak hanya mengandalkan salah satu siswa dikelompoknya. Mereka juga sudah terlihat saling melengkapi, sudah saling mengeluarkan pendapatnya dalam diskusi.</p> <p>R : “Tapi yang menyampaikan hasil diskusi sebagian masih siswa-siswa yang kemarin ya Bu?”</p> <p>C : “Iya mbak, karena memang kan seperti Dina, Afif itu memang anaknya aktif, jadi tanpa disuruh pun mereka pasti akan mengajukan diri. Tapi tadi kan ada beberapa juga yang gantian dari yang kemarin.”</p> <p>R : “Iya Bu, kalau yang lainnya karena kepepet ya Bu, mau nggak mau akhirnya ngomong. Hehehe.”</p> <p>C : “Oo iya mbak, memang harus dibegitukan, hahaha.”</p> <p>R : “Hehehe.”</p> <p>C : “Oya lalu untuk yang pertemuan selanjutnya jadinya bagaimana?”</p> <p>R : “Begini Bu, untuk yang besok rencananya kan yang video dubbing itu. Menurut Ibu bagaimana?”</p> <p>C : “Oo ya, itu lalu mekanismenya bagaimana?”</p> <p>R : “Jadi begini Bu, saya akan menunjukkan sebuah conversational video tanpa suara, lalu in pairs siswa akan menjadi pengisi suara tersebut.”</p> <p>C : “Lalu, persiapannya bagaimana itu Mbak? Nanti siswa akan mengalami kesulitan kalau langsung disuruh ngomong spontan gitu dalam bahasa Inggris, siswa belum bisa.”</p> <p>R : “Jadi begini Bu, siswa tidak secara tiba-tiba membuat dialog yang akan mereka tampilkan dalam video dubbing, tapi dalam video itu nanti ada subtitle nya dalam bahasa Inggris, jadi semacam script percakapannya begitu.”</p> <p>C : “Oo ya, saya paham, jadi siswa membaca subtitle nya itu ya? Bukan membuat sendiri?”</p>
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		<p>R : “Benar Bu, jadi tujuan dari kegiatan ini adalah lebih melatih pronounciation dan fluency siswa Bu. Bagaimana menurut Ibu?”</p> <p>C : “Ya, bagus sekali itu mbak tidak apa-apa, siswa pasti akan tertantang dengan kegiatan itu.”</p> <p>R : “Iya Bu, ada masukan lainnya mungkin?”</p> <p>C : “Saya rasa sudah cukup begitu mbak.”</p> <p>R : “Terima kasih Bu, kalau begitu saya mohon pamit, Assalamu’alaikum.”</p> <p>C : “Ya Wa’alaikum salam, hati-hati Mbak.”</p>
	<p>D : January, 28th, 2012</p> <p>T : 11.55</p> <p>P : Class VIII E</p> <p>Rp : Student 1 (Dian) Student 2 (Firma)</p>	<p>R : “Hai Dek, ini Dian ya?”</p> <p>S1 : “Iya Miss.”</p> <p>R : “Kalau yang ini siapa?”</p> <p>S2 : “Firma Miss.”</p> <p>R : “Oo ya, Dian dan Firma boleh wawancara sebentar nggak?”</p> <p>S1 &amp; S2 : “Ya Miss.”</p> <p>R : “Gimana pelajaran tadi? Menarik nggak?”</p> <p>S2 : “Menarik Miss.”</p> <p>R : “Menariknya gimana.”</p> <p>S2 : “Ya gitu ngisi suara di video.”</p> <p>R : “Kalau menurut Dian?”</p> <p>S1 : “Iya miss, menarik karena belum pernah jadi nambah pengalaman.”</p> <p>R : “Gimana tadi video dubbingnya? Susah nggak? Udah bisa lancar kan ngucapinnya?”</p> <p>S1 : “Pertama-tamanya tak kirain susah banget, Miss, terus ternyata ada teks nya sama dikasih waktu buat latihan juga jadi nggak terlalu susah. Ngucapinnya juga udah bisa, udah nggak banyak salah-salah lagi nyebutnya.”</p> <p>S2 : “Iya, Miss. Tak kirainnya juga susah banget tadi, tapi terus pas latihan bisa. Tadi juga kan sebelumnya udah diliatin dulu video nya yang pake suara, terus udah dilatih juga ngucapinnya. Jadi nggak terlalu susah banget.”</p> <p>R : “Jadi lebih lancar kan ngucapin kalimat dalam bahasa Inggrisnya?”</p> <p>S2 : “Iya Miss.”</p>

		<p>S1 : “Iya karena kan dari kemarin latihan ngomong terus jadi lebih lancar ngucapinnya.”</p> <p>R : “Terus, suka nggak sama aktifitas video dubbing tadi?”</p> <p>S1 &amp; S2 : “Suka Miss. Hehe.”</p> <p>R : “Kompak banget jawabnya.”</p> <p>S1 : “Hahaha.”</p> <p>R : “Sukanya kenapa?”</p> <p>S2 : “Karena kan jadi sering latihan jadi cepet bisa Miss.”</p> <p>S1 : “Iya jadi nggak malu ngomong lagi.”</p> <p>R : “Terus kalau susah nya apa video dubbing tadi?”</p> <p>S1 : “Emm, apa ya, paling agak susah aja ngepasinnya, biar nggak sampai kelewatan dialognya.”</p> <p>R : “Kalau Firna?”</p> <p>S2 : “Iya aku juga sama Miss.”</p> <p>R : “Oo yaudah, makasi ya Dian sama Firna.”</p> <p>S1 &amp; S2 : “Iya Miss.”</p>
	<p>D : January, 28th, 2012</p> <p>T : 12.00</p> <p>P : Class VIII E</p> <p>Rp : Student 1 (Tri) Student 2 (Budi)</p>	<p>R : “Hai, tanya-tanya sebentar ya, namanya siapa?”</p> <p>S1 : “Tri.”</p> <p>R : “Kalau yang ini?”</p> <p>S2 : “Budi.”</p> <p>R : “Oke, Tri sama Budi, gimana pendapat kalian tentang pelajaran hari ini?”</p> <p>S2 : “Bagus.”</p> <p>R : “Bagus gimana?”</p> <p>S2 : “Jadi pengisi suara.”</p> <p>R : “Oya, kalau menurut Budi?”</p> <p>S1 : “Iya idem aja, hehe.”</p> <p>R : “Terus aktifitas video dubbingnya menurut kalian gimana? Susah nggak?”</p> <p>S1 : “Iya agak susah.”</p> <p>R : “Susah nya gimana?”</p> <p>S2 : “Harus cepet ngomongnya biar nggak ketinggalan adegannya, hehe.</p> <p>R : “Hahahaha, Tapi jadi lebih lancar kan ngucapin kalimat dalam bahasa Inggrisnya?”</p> <p>S2 : “Iya.”</p> <p>R : “Kira-kira kenapa itu?”</p>

		<p>S1 : “Karena banyak latihan Mbak.”</p> <p>R : “Jadi kesimpulannya suka nggak sama aktifitas video dubbing tadi?”</p> <p>S1 : “Suka.”</p> <p>S2 : “Ya suka.”</p> <p>R : “Sukanya kenapa?”</p> <p>S2 : “Karena menarik.”</p> <p>S1 : “Karena belum pernah jadi tambah pengalaman.”</p> <p>R : “Terus kalau susah nya apa video dubbing tadi?”</p> <p>S2 : “Ya itu tadi mbak, ngomongnya harus agak cepet biar nggak ketinggalan adegan.”</p> <p>R : “Kalau Tri?”</p> <p>S2 : “Iya sama, hehe.”</p> <p>R : “Oke makasih ya Tri sama Budi.”</p> <p>S1 &amp; S2 : “Ya.”</p>
	<p>D : January, 28th, 2012</p> <p>T : 12.05</p> <p>P : Teachers’ office</p> <p>Rp : Collaborator (Mrs. Tavip)</p>	<p>R : “Bu Tavip, saya mau wawancara lagi.”</p> <p>C : “Oh iya Mbak, boleh.”</p> <p>R : “Ibu sedang kosong kan?.”</p> <p>C : “Iya Mbak, gimana?”</p> <p>R : “Bagaimana pendapat Ibu mengenai pertemuan yang ini tadi Bu? Bagaimana pendapat Ibu mengenai aktifitas video dubbingnya?”</p> <p>C : “Ya mbak. Ini menarik sekali ya, karena saya memang belum pernah memberikan aktifitas seperti ini. Ini merupakan sesuatu yang baru juga bagi mereka dan sangat menarik. Jadi lebih fokus ke pronunciationnya sama fluency. Semua siswa juga mau nggak mau jadi ngomong, jadi kelihatan siapa saja yang udah tepat pengucapannya dan lancar dan siapa aja yang belum bisa. Siswanya juga jadi banyak latihan ngomong. Bagus mbak..”</p> <p>R : “Ya Bu, terima kasih.”</p> <p>C : “Lalu apa lagi mbak?”</p> <p>R : “Oya Bu, kalau tentang conversational video nya sendiri bagaimana Bu?”</p> <p>C : “Ya Mbak, sudah bagus kok tadi, ada jeda-jedanya jadi mempermudah siswa juga ketika mengisi suara. Terus juga</p>



		<p>ada Subtittle nya in English, jadi siswa sangat terbantu. Terus tadi sebelumnya juga kan sudah diberi waktu untuk mencatat dialognya dan latihan sebelum perform.”</p> <p>R : “Iya Bu, kemudian dari siswa nya sendiri bagaimana Bu?”</p> <p>C : “Siswa-siwanya juga terlihat antusias, mereka serius sekali tadi latihannya, mungkin takut kalau pas maju salah terus diketawain teman-temannya. Jadinya mereka benar-benar latihannya. Apalagi seperti yang tadi saya katakan juga. Ini sesuatu yang baru bagi mereka. itu yang membuat mereka tertarik dan antusias, ingin mencoba pengalaman baru.”</p> <p>R : “Iya Bu, kemudian ada saran atau masukan lagi tidak Bu?”</p> <p>C : “Sudah cukup Mbak, saya rasa sudah bagus itu. Untuk yang selanjutnya bagaimana? Tapi ini saya mau rapat, bagaimana ya?”</p> <p>R : “Oh maaf Bu, tidak apa-apa Bu, dilanjutkan besok saja saya kesini lagi.”</p> <p>C : “Ya begitu saja ya Mbak, maaf sekali ya mbak, kebetulan ada pengumuman rapat ini tadi.”</p> <p>R : “Iya Bu, tidak apa-apa terimakasih banyak, saya pamit dulu. Assalamu’alaikum.”</p> <p>C : “Ya Mbah Wa’alaikum salam.”</p>
	<p>D : January, 29th, 2012</p> <p>T : 09.45</p> <p>P : Teachers’ office</p> <p>Rp : Collaborator (Mrs. Tavip)</p>	<p>R : “Assalamu’alaikum, Bu.”</p> <p>C :”Wa’alaikum salam, oh Mbak Safi, mari masuk mbak.”</p> <p>R : “Iya terima kasih Bu. Ini mau membahas yang kelanjutannya yang kemarin, untuk yang pertemuan besok.”</p> <p>C : “Gimana mbak? Pertemuan besok yang terakhir ya, mau dikasih apa?”</p> <p>R : “Begini bu, masih dengan materi yang sama, saya menyuruh siswa untuk melakukan role play, kali ini mereka bebas membuat situasinya sendiri.”</p> <p>C : “Oo, ya ya nggak apa-apa begitu. Tapi itu</p>

		<p>siswa membuat dan mempersiapkan langsung pada pertemuan besok juga?”</p> <p>R : “Tidak Bu, jadi di pertemuan sebelumnya saya sudah menginstruksikannya kepada siswa untuk membuat dan mempersiapkannya di rumah sebagai homework. Bagaimana Bu, apakah terlalu susah untuk siswa?”</p> <p>C: “Ya tidak apa-apa, begitu bagus, jadi siswa bisa mempersiapkannya dulu dengan baik di rumah, karna kalo di luar jam pelajaran kan waktunya lebih panjang jadi tidak akan menyulitkan siswa. Itu nanti akan diambil penilaian ya Mbak?”</p> <p>R : “Iya Bu, besok sekalian penilaian juga, sebagai tambahan dan untuk lebih memotivasi siswa, saya juga akan memberikan reward pada 3 pasangan terbaik.”</p> <p>C : “Ya, pasti senang sekali itu siswanya kalo dapat hadiah, ya besok sebelum mereka perform sebaiknya disampaikan juga kriteria penilaiannya seperti pronunciation, vocabulary dan lain-lainnya.”</p> <p>R : “Baik, Bu. Ada masukan lainnya Bu?”</p> <p>C : “Sudah, cukup, begitu saja Mbak, semoga sukses ya. “</p> <p>R : “Iya Bu, terima kasih banyak, kalau begitu saya mohon pamit ya Bu.”</p> <p>C : “Iya Mbak, hati-hati ya.”</p> <p>R : “Iya Bu, Assalamu’alaikum.”</p> <p>C : “Wa’alaikum salam Mbak.”</p>
	<p>D : January, 30th, 2012</p> <p>T : 13.00</p> <p>P : Teachers’ office</p> <p>Rp : Collaborator (Mrs. Tavip)</p>	<p>R : “Bu Tavip, saya sekalian wawancara lagi untuk pertemuan yang tadi ya Bu?”</p> <p>C : “Oiya Mbak, sekalian saja biar tidak bolak balik.”</p> <p>R : “Iya Bu, jadi bagaimana penampilan siswa-siswi tadi?”</p> <p>C : “Menurut saya sudah bagus mbak, sudah cukup banyak peningkatannya, semua siswa aktif ambil bagian dalam role play nya. Dan mereka terlihat sangat menikmati perannya. Mereka juga</p>

		<p>antusias membawa properti yang mendukung role playnya, jadi seperti memainkan mini drama mungkin. Hehehe.</p> <p>R: “Ya Bu, lalu bagaimana menurut Ibu pronunciationnya siswa sekarang?”</p> <p>C: “Sudah bagus ya, mungkin juga kan mereka dengar dan melihat langsung orang berbicara dalam videonya, jadi mereka kan mengikuti cara mengucapkannya. Banyak latihan pengucapannya juga jadi mereka lebih fasih.yang tadinya masih malu-malu untuk berbicara juga sudah lebih berani.”</p> <p>R : “Jadi pronunciationnya anak-anak sudah lebih baik ya bu?”</p> <p>C : “O iya mbak.”</p> <p>R: “Kemudian, mengenai vocabularynya Bu, bagaimana menurut Ibu?”</p> <p>C: “Untuk vocabularynya juga ya, jadi lebih banyak mengenal kata dan artinya. Jadi tambah kosa kata baru yang mereka dengar dan lihat dalam videonya. Beberapa anak ada yang bertanya kata yang nggak tau juga kan. Seperti tadi kan Afief, Dina banyak bertanya tentang arti kata-katanya. Terlebih juga mbak kan selalu mengulas videonya dan menjelaskan beberapa kosa kata yang ada dalam videonya pada pertemuan sebelum-sebelumnya. Ada kamus juga yang membantu mereka.Ini juga tadi saat role play kelihatan siswanya sudah menggunakan lebih banyak kosa kata kan daripada yang sebelumnya?”</p> <p>R : “Iya, Bu?”</p> <p>R: “Kalau untuk fluency nya bagaimana, Bu?”</p> <p>C: “Sudah jauh lebih lancar ya, apalagi kemarin kan ada aktifitas video dubbingnya itu, bagus sekali itu jadi siswa kan latihan terus untuk mengucapkan kalimatnya dengan lancar. Jadi ketika mendubbing video itu sudah tidak banyak repetition dan hesitation, karena kan sudah latihan terus, banyak</p>
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		<p>drilling juga dari mbak. Jadi pada saat role play tadi siswa sudah agak lancar dan nggak malu-malu lagi, jadi lebih confident juga saat tampil.”</p> <p>R : “Iya terimakasih, Bu.”</p> <p>R: “Kemudian untuk comprehensionnya bagaimana menurut Ibu?”</p> <p>C: “Siswa sudah lebih memahami makna dari conversation yang mereka lakukan ya, jadi tidak hanya asal berbicara tapi tidak mengetahui maknanya. Kelihatan dari roleplaynya tadi mereka berbicara dengan menampilkan mimik dan gesture juga yang sesuai dengan conversationnya.”</p> <p>R: “Kemudian mengenai motivasi siswanya bagaimana Bu?”</p> <p>C : “Mm, iya sudah bagus juga motivasinya ya, karena mereka kan senang diputarkan video jadi lebih termotivasi untuk mempelajari materi yang terdapat dalam video. Apalagi kan banyak dikasih reward kan tadi sama kemarin jadi siswanya tambah senang sekali.”</p> <p>R: “Hehe, iya Bu. Jadi bisa disimpulkan bahwa conversational videos ini bisa digunakan untuk meningkatkan keterampilan berbicara siswa ya Bu?”</p> <p>C: “Iya Mbak.”</p> <p>R : “Baik Bu, terima kasih banyak bantuannya ya Bu, hehe, banyak merepotkan.”</p> <p>C : “Ah tidak kok Mbak, saya hanya membantu sebisa saya saja. Semoga sukses ya Mbak.”</p> <p>R : “Iya Bu, terima kasih banyak, kalau begitu saya mohon pamit. Assalamu’alaikum.”</p> <p>C : “Iya Mbak, hati-hati Wa’alaikum salam.</p>
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# **APPENDIX C**

## **(COURSE GRID)**

## COURSE GRID

**School Name** : SMP Negeri 2 Kalasan

**Subject** : English

**Class/ Semester** : VIII/ 2

**Skill** : Speaking

**Cycle** : Cycle 1

**Time Allocation** : 4 X 40 minutes

**Standard of Competence** :

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

**Basic Competence** :

9.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: mengawali, memperpanjang, dan menutup percakapan telepon.

Goals	Indicators	Learning Materials	Activities	Media	Sources
In the end of the lesson, the students are able to	- Students are able to identify the expressions of	The expressions of starting, extending, and ending a conversation on the	A. Presentation 1. The teacher shows some expressions of starting, extending, and ending	- A conversational video entitled	- English in Focus: for Grade VIII Junior High

start, extend, and end conversation on telephone	<p>starting, extending, and ending telephone conversation.</p> <ul style="list-style-type: none"> <li>- Students are able to pronounce the expressions of starting, extending, and ending telephone conversation accurately, fluently and appropriately.</li> <li>- Students are able to use the expressions of starting, extending, and ending a telephone conversation in various situation accurately,</li> </ul>	<p>telephone.</p> <ol style="list-style-type: none"> <li>1. Starting <ul style="list-style-type: none"> <li>▪ Hello. This is ....</li> <li>▪ Hello,... speaking.</li> <li>▪ Can I speak to ...?</li> <li>▪ May I speak to ..?</li> <li>▪ Hi. Is ... there?</li> <li>▪ Hi. Is... available?</li> </ul> </li> <li>2. Extending <ul style="list-style-type: none"> <li>▪ Well, ....</li> <li>▪ By the way, ....</li> <li>▪ Anyway, ....</li> <li>▪ Furthermore, ....</li> <li>▪ Moreover, ....</li> <li>▪ Hold on, please.</li> </ul> </li> <li>3. Ending <ul style="list-style-type: none"> <li>▪ Bye.</li> <li>▪ Good bye.</li> <li>▪ See you then, bye.</li> <li>▪ I'll call you later.</li> <li>▪ Nice talking to you.</li> <li>▪ I won't keep you any longer.</li> </ul> </li> </ol>	<p>telephone conversation to the students.</p> <ol style="list-style-type: none"> <li>2. The teacher pronounces the expressions and let the students repeat after her.</li> <li>3. The teacher shows a video which consists of the expressions of starting, extending, and ending telephone conversation.</li> </ol> <p>B. Practice</p> <ol style="list-style-type: none"> <li>4. The teacher divides the students into groups of four. Each group should review the video by identifying the expressions of starting, extending, and ending telephone conversation. The students present their result of their discussion in front of the class before the teacher gives them feedback.</li> <li>5. The teacher takes the students to play 'telephoning' game. Before the teacher explains the procedure of playing the</li> </ol>	<p>'Making A Phone Call'.</p> <ul style="list-style-type: none"> <li>- A conversational video entitled 'Inviting Dinner'.</li> </ul>	<p>School (SMP/MTs).</p> <ul style="list-style-type: none"> <li>- <a href="http://www.youtube.com">www.youtube.com</a></li> </ul>
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	fluently, and appropriately.		<p>game, she shows them a conversational video. Then, she gives a different telephone card to every student. She calls the students one by one. The student with the number the teacher calls practice the conversation on the video with the teacher. After that, the student mentions a telephone number and the student who hold the mentioned telephone card will be the next performer.</p> <p>C. Production</p> <p>6. The teacher gives some situations to the students. They work in pairs. Every pair makes a conversation based on different situation. The teacher gives them time to have preparation before they present their conversation by playing role play in front of the class.</p>		
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## COURSE GRID

**School Name** : SMP Negeri 2 Kalasan

**Subject** : English

**Class/ Semester** : VIII/ 2

**Skill** : Speaking

**Cycle** : Cycle 2

**Time Allocation** : 4 X 40 minutes

**Standar Kompetensi** :

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

**Kompetensi Dasar** :

9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, dan mengingkari informasi.

Goals	Indicators	Learning Materials	Activities	Media	Sources
In the end of the lesson, the students are	- Students are able to identify the expressions	The expressions of asking, giving, and denying information .	D. Presentation 7. The teacher shows some expressions of asking, giving, and denying information to the students.	- A conversational video entitled	- English in Focus: for Grade VIII Junior High

able to ask, give, and deny information fluently and accurately.	<p>of asking, giving, and denying information.</p> <ul style="list-style-type: none"> <li>- Students are able to pronounce the expressions of asking, giving, and denying information accurately, fluently and appropriately</li> <li>- Students are able to use the expressions of asking, giving, and denying information in various situations accurately, fluently, and</li> </ul>	<p>4. Asking</p> <ul style="list-style-type: none"> <li>▪ Can you tell me ...?</li> <li>▪ Could you tell me about ...?</li> <li>▪ What do you know about ...?</li> <li>▪ Do you know ...?</li> <li>▪ I'd like to know ....</li> <li>▪ Please tell me ....</li> </ul> <p>5. Giving</p> <ul style="list-style-type: none"> <li>▪ Yes, ....</li> <li>▪ Sure, ....</li> <li>▪ Of course, ....</li> <li>▪ Yes, I know that. It ....</li> </ul> <p>6. Denying</p> <ul style="list-style-type: none"> <li>▪ How do you know that?</li> <li>▪ Are you sure? As far as I know ....</li> <li>▪ I'm sorry, but ....</li> </ul>	<p>8. The teacher pronounces the expressions and asks the students to repeat after her.</p> <p>9. The teacher shows a video which consists of the expressions of asking, giving, and denying information.</p> <p>E. Practice</p> <p>10. The teacher divides the students into groups of four. Each group should review the video by identifying the expressions of asking, giving, and denying information. The students present their result of their discussion in front of the class before the teacher gives them feedback. In this session, the group who makes the best video review get rewards from the teacher. During the group discussion, the teacher plays the video three times. After all the groups present their works, the teacher and all the students discuss the video as the teacher checks and decides the best group.</p> <p>11. The teacher takes the students to play video dubbing game. Before the teacher explains the procedure of</p>	<p>'Booking A Ticket'.</p> <ul style="list-style-type: none"> <li>- A conversational video entitled 'Can You Tell Me The Way'.</li> <li>- A conversational video entitled 'At The Restaurant'.</li> </ul>	<p>School (SMP/MTs).</p> <ul style="list-style-type: none"> <li>- <a href="http://www.youtube.com">www.youtube.com</a></li> </ul>
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	appropriately		<p>playing the game, she shows them a conversational video. The students in turns practice the video dubbing. After that the teacher gives them feedback and corrects some inaccurate pronunciation.</p> <p>F.Production</p> <p>12. The teacher asks the students to make a conversation which consists of the expressions of asking, giving, and denying information. They work in pairs. Every pair makes a conversation with free topic. The teacher gives them time to have preparation since the previous meeting before they present their conversation by playing role play in front of the class.</p> <p>13. Before the students perform the teacher tell them to pay attention to their mimic, gesture, and pronunciation as they have watch from the video. The three best groups get rewards from the teacher.</p>		
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# **APPENDIX D**

## **(LESSON PLANS)**

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**Nama Sekolah** : SMP Negeri 2 Kalasan  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/ Semester** : VIII/ 2  
**Keterampilan** : Berbicara  
**Alokasi Waktu** : 4x40 menit

### **Standar Kompetensi**

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

### **Kompetensi Dasar**

9.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: mengawali, memperpanjang, dan menutup percakapan telepon.

### **Indikator**

1. Siswa mampu mengidentifikasi ungkapan mengawali, memperpanjang, dan menutup percakapan telepon dalam video.
2. Siswa mampu mengucapkan ungkapan mengawali, memperpanjang, dan menutup percakapan telepon dengan akurat dan lancar.
3. Siswa mampu menggunakan ungkapan mengawali, memperpanjang, dan menutup percakapan telepon dalam berbagai situasi dengan akurat, lancar, dan berterima.

## I. Tujuan Pembelajaran:

Di akhir pembelajaran, siswa mampu mengawali, memperpanjang, dan menutup percakapan telepon dengan akurat, lancar, dan berterima.

## II. Materi Pembelajaran:

- Video percakapan yang berisi ungkapan mengawali, memperpanjang, dan menutup percakapan telepon.

Input text:

- Conversational video entitled “*Making A Phone Call*”
- Conversational video entitled “*Inviting Dinner*”
- Ungkapan mengawali, memperpanjang, dan menutup percakapan telepon.

Starting	Extending	Ending
<ul style="list-style-type: none"><li>▪ Hello. This is ....</li><li>▪ Hello, ... speaking.</li><li>▪ Can I speak to ....</li><li>▪ May I speak to ....</li><li>▪ Hi. Is ... there?</li><li>▪ Hi. Is ... available?</li></ul>	<ul style="list-style-type: none"><li>Well, ....</li><li>By the way, ....</li><li>Anyway, ....</li><li>Furthermore, ....</li><li>Moreover, ....</li><li>Hold on, please.</li></ul>	<ul style="list-style-type: none"><li>Bye.</li><li>Good bye.</li><li>See you then, bye.</li><li>I'll call you later.</li><li>Nice talking to you.</li><li>I won't keep you any longer.</li></ul>

## III. Metode Pembelajaran:

Presentation, Practice, Production (PPP)

## IV. Langkah-langkah Pembelajaran

### A. Kegiatan awal

- Opening
- Apersepsi
- Penyampaian tujuan/ topik

## **B. Kegiatan inti**

- Presentation:
  - Guru mengulas materi pada pertemuan sebelumnya.
  - Guru menunjukkan beberapa ungkapan untuk mengawali, memperpanjang, dan menutup percakapan telepon.
  - Guru mengucapkan ungkapan-ungkapan tersebut dan menyuruh para siswa untuk menirukannya.
  - Guru memutarakan sebuah video percakapan yang berisi ungkapan mengawali, memperpanjang, dan menutup percakapan telepon.
  - Guru membahas video percakapan tersebut meliputi ungkapan yang digunakan, isi percakapan, dan vocabulary yang terdapat dalam video percakapan tersebut.
- Practice:
  - Guru membagi siswa kedalam kelompok diskusi (4 orang/ kelompok) untuk melakukan video review meliputi identifikasi ungkapan mengawali, memperpanjang, dan menutup percakapan telepon, isi percakapan, dan vocabulary yang terdapat dalam video yang diputar. Siswa menyampaikan hasil diskusi tersebut secara lisan. Setelah itu guru memberikan feedback.
  - Guru memberi instruksi kepada siswa untuk melakukan sebuah permainan “*Telephoning*”. Guru menjelaskan mekanisme untuk melakukan permainan tersebut. Guru membagikan kertas yang berisi nomor telepon kepada masing-masing siswa. Kemudian guru akan memanggil salah satu nomor tersebut, siswa yang mempunyai nomor yang disebutkan oleh guru akan melakukan percakapan telepon dengan guru. Untuk selanjutnya siswa tersebut akan melakukan hal yang sama dengan menyebutkan nomor telepon milik temannya secara acak dan akan melakukan

percakapan telepon seperti sebelumnya sampai semua nomor telepon terpanggil.

- Production:
  - Siswa bekerja berpasangan. Guru memberikan selembar kertas yang berisi situasi kepada masing-masing pasangan sebagai isi dari percakapan yang akan mereka buat. Guru memutarakan sebuah video percakapan kepada siswa sebagai model untuk membuat percakapan. Guru memberi waktu untuk membuat percakapan berdasarkan situasi yang mereka dapat. Kemudian siswa akan melakukan *role-play* di depan kelas secara bergantian.

### C. Penutup

- Evaluasi proses.
- Mengakhiri pelajaran.

### V. Alat/ Bahan/ Sumber Bahan:

- Wardiman, Artono., dkk. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Blaz, D. 2001. *A Collection of Performance Tasks and Rubrics: Foreign Languages*. Larchmont, NY: Eye on Education.
- [www.youtube.com](http://www.youtube.com)

### VI. Penilaian

- **Teknik** : *Performance assessment*
- **Bentuk** : *Spoken*
- **Rubric** : Speaking Rubric Assessment by Blaz (2001)

Aspect	4	3	2	1
<b>Comprehensibility</b>	Responses readily comprehensible	Responses mostly comprehensible, requiring	Responses mostly comprehensible,	Responses barely comprehensible



		minimal interpretation	requiring interpretation by the listener	
<b>Fluency</b>	Speech continuous with little stumbling	Some hesitation but manages to continue and complete thought	Speech slow and/or with frequent pauses, few or no incomplete thought	Speech halting and uneven with long pauses and/or incomplete thought
<b>Pronunciation</b>	Communication with ease	No interference with communication	Occasional problems with communication	Frequent errors, little or no communication
<b>Vocabulary</b>	Rich use of vocabulary with frequent attempts at elaboration	Adequate and accurate use of vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary	Inadequate and/or inaccurate use of vocabulary

Sleman, 21 January 2012

Menyetujui,  
Guru Bahasa Inggris

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## **RENCANA PELAKSANAAN PEMBELAJARAN**

**Nama Sekolah** : SMP N 2 Kalasan  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/ Semester** : VIII/ 2  
**Keterampilan** : Berbicara  
**Alokasi Waktu** : 4x40 menit

### **Standar Kompetensi**

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

### **Kompetensi Dasar**

9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, dan mengingkari informasi.

### **Indikator**

4. Siswa mampu mengidentifikasi ungkapan meminta, memberi, dan mengingkari informasi yang terdapat dalam video percakapan.
5. Siswa mampu mengucapkan ungkapan meminta, memberi, dan mengingkari informasi dengan akurat dan lancar.
6. Siswa mampu menggunakan ungkapan meminta, memberi, dan mengingkari informasi dalam berbagai situasi dengan akurat, lancar, dan berterima.

### **VII. Tujuan Pembelajaran:**

Di akhir pembelajaran, siswa mampu meminta, memberi, dan mengingkari informasi dengan akurat, lancar, dan berterima.

### VIII. Materi Pembelajaran:

- Video percakapan yang berisi ungkapan meminta, memberi, dan mengingkari informasi.

Input text:

- Conversational video entitled “*Booking a Ticket*”
  - Conversational video entitled “*Can You Tell Me the Way*”
  - Conversational video entitled “*At the Restaurant*”
- Ungkapan meminta, memberi, dan mengingkari informasi.

<b>Asking for Information</b>
<ul style="list-style-type: none"><li>▪ Can you tell me ...?</li><li>▪ Could you tell me about ...?</li><li>▪ What do you know about ...?</li><li>▪ Do you know ...?</li><li>▪ I'd like to know ....</li><li>▪ Please tell me ....</li></ul>
<b>Giving Information</b>
<ul style="list-style-type: none"><li>▪ Yes, ....</li><li>▪ Sure, ....</li><li>▪ Of course, ....</li><li>▪ Yes, I know that. It ....</li></ul>
<b>Denying Information</b>
<ul style="list-style-type: none"><li>▪ How do you know that?</li><li>▪ Are you sure? As far as I know ....</li><li>▪ I'm sorry, but ....</li></ul>

### IX. Metode Pembelajaran:

Presentation, Practice, Production (PPP)

### X. Langkah-langkah Pembelajaran

#### D. Kegiatan awal

- Opening
- Apersepsi
- Penyampaian tujuan/ topik

#### **E. Kegiatan inti**

- Presentation:
  - Guru mengulas materi pada pertemuan sebelumnya.
  - Guru memperkenalkan topik meminta, memberi, dan mengingkari informasi.
  - Guru menunjukkan beberapa ungkapan meminta, memberi, dan mengingkari informasi.
  - Guru menjelaskan tujuan dan penggunaan dari ungkapan meminta, memberi, dan mengingkari informasi.
  - Guru mengucapkan ungkapan-ungkapan tersebut dan menyuruh siswa untuk menirukannya.
  - Guru menunjukkan siswa sebuah video percakapan yang berisi ungkapan meminta, memberi, dan mengingkari informasi. Guru memberi ulasan pada video percakapan tersebut.
- Practice:
  - Guru memutarakan sebuah video percakapan. Guru membagi siswa kedalam kelompok diskusi (4 orang/ kelompok) untuk melakukan video review meliputi identifikasi ungkapan meminta, memberi, dan mengingkari informasi dan vocabulary yang terdapat dalam video percakapan tersebut. Siswa menyampaikan hasil diskusi tersebut secara lisan. Kelompok diskusi terbaik mendapatkan *rewards* dari guru. Setelah itu guru memberikan feedback.
  - Siswa bekerja berpasangan untuk melakukan *video dubbing*. Guru memutarakan sebuah video percakapan tanpa suara. Secara berpasangan, siswa menjadi pengisi suara dalam video percakapan tersebut. Terdapat *subtittle* bahasa Inggris dalam video percakapan tersebut untuk memudahkan siswa melakukan

*video dubbing*. Siswa menampilkan *video dubbing* di depan kelas.. Kemudian guru memberikan feedback.

- Production:
  - Siswa bekerja secara berkelompok yang terdiri dari 4 orang setiap kelompok untuk melakukan *role play*. Guru memutarakan sebuah video percakapan kepada siswa sebagai model untuk membuat percakapan. Setiap kelompok diberi kebebasan untuk membuat sebuah percakapan yang terkait dengan topik meminta, memberi, dan mengingkari informasi. Siswa diberi kebebasan untuk menggunakan properti yang mendukung kegiatan tersebut. Kemudian mereka akan menampilkan *role play* di depan kelas secara bergantian. Tiga kelompok dengan penampilan terbaik akan mendapat *rewards* dari guru.

#### **F. Penutup**

- Evaluasi proses.
- Mengakhiri pelajaran.

#### **XI. Alat/ Bahan/ Sumber Bahan:**

- Wardiman, Artono., dkk. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Blaz, D. 2001. *A Collection of Performance Tasks and Rubrics: Foreign Languages*. Larchmont, NY: Eye on Education.
- [www.youtube.com](http://www.youtube.com)

#### **XII. Penilaian**

- **Teknik** : *Performance assessment*
- **Bentuk** : *Spoken*
- **Rubric** : Speaking Rubric Assessment by Blaz (2001)

<b>Aspect</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Comprehensibility</b>	Responses readily comprehensible	Responses mostly comprehensible, requiring minimal interpretation	Responses mostly comprehensible, requiring interpretation by the listener	Responses barely comprehensible
<b>Fluency</b>	Speech continuous with little stumbling	Some hesitation but manages to continue and complete thought	Speech slow and/or with frequent pauses, few or no incomplete thought	Speech halting and uneven with long pauses and/or incomplete thought
<b>Pronunciation</b>	Communication with ease	No interference with communication	Occasional problems with communication	Frequent errors, little or no communication
<b>Vocabulary</b>	Rich use of vocabulary with frequent attempts at elaboration	Adequate and accurate use of vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary	Inadequate and/or inaccurate use of vocabulary

Sleman, 21 January 2012

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Peneliti

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# **APPENDIX E**

## **(STUDENTS' ATTENDANCE)**

### DAFTAR HADIR SISWA KELAS VIII E SMP NEGERI 2 KALASAN

NO	NAMA	L/P	18 Jan 2012	21 Jan 2012	25 Jan 2012	28 Jan 2012	30 Jan 2012
1	ADITYA NOVANDITA	L	.	.	.	I	.
2	AFIEF MANAAF MUZHOFFAR	L	S	.	.	.	.
3	AFIF KURNIAWAN	L	.	.	.	.	.
4	ANNISA FIJRIA SAVITRI	P	.	.	S	.	.
5	BONDAN TRI PRASETYO	L	.	.	.	.	.
6	BUDI SETIAWAN	L	.	.	S	.	.
7	CHRISNA PUTRA BUANA	L	.	.	.	.	.
8	DHANU HERAWAN	L	.	.	.	S	.
9	DIAH FITRIANA	P	.	.	.	.	.
10	DIAN PRAJANTI	P	.	.	.	.	.
11	DINA MARYU LEHA	P	.	.	.	.	.
12	ENDAH BUDI ASTUTI	P	.	.	.	.	.
13	FAATIHAN LAILIA ANWAR	P	.	.	.	..	.
14	FIRNA SUBEKTI	P	S	.	.	.	.
15	FITRIA WIDIA ASTUTI	P	.	.	.	.	.
16	HARYO REFORMASianto	L	.	.	.	.	.
17	ILHAM RIZKI RAMADHAN	L	.	.	.	S	.
18	INDAH LISKA LESTARI	P	.	.	.	.	.
19	INDRI ASTUTIK	P	.	.	.	A	.
20	IRKHAM ABDI	L	.	.	.	S	.
21	IRSA SIKE HAWA MISARA	P	.	.	.	.	.
22	MEGA JEJEG NURANI	P	.	.	.	.	.
23	MUSA BIRRU ABIDULLAH	L	.	.	I	.	.
24	NANDA KRISMUNITA	P	.	.	.	.	.
25	NAUFAL SHALAHUDIN	L	.	.	.	.	.
26	RENANDITA PRADARWATI	P	.	.	.	.	.
27	RINTO HAKIM PAMUNGKAS	L	.	.	.	.	.
28	RONA PRISMA LARASATI	P	.	.	.	.	.
29	SUCI PURNAMA SARI	P	.	.	.	.	.
30	TRIYONO	L	A	.	.	.	.
31	UMMU SALAMAH	P	.	.	.	.	.
32	VEGA APRILIANA	P	.	.	.	.	.
33	VERA INTANI DEWI	P	.	.	.	.	.
34	WAKHID NUR ROHMAN	L	.	.	.	.	.
35	WILDAN UMMAGUMMA PERDANA	L	.	.	.	.	.



36	YASYFA AFIYA	P	.	.	.	.	.
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Notes:

S= Sakit

I= Ijin

A= Alpa/ tanpa keterangan

# **APPENDIX F**

## **(STUDENTS' SCORES)**

## STUDENTS' SCORES

### Cycle 1

**Date: January 21st, 2012**

NO	NAMA	L/P	P	V	F	C
1	ADITYA NOVANDITA	L	3	3	3	3
2	AFIEF MANAAF MUZHOFFAR	L	2	3	2	2
3	AFIF KURNIAWAN	L	3	2	3	3
4	ANNISA FIJRIA SAVITRI	P	3	2	3	3
5	BONDAN TRI PRASETYO	L	2	3	3	2
6	BUDI SETIAWAN	L	2	2	2	3
7	CHRISNA PUTRA BUANA	L	3	3	2	2
8	DHANU HERAWAN	L	3	2	3	3
9	DIAH FITRIANA	P	2	1	2	3
10	DIAN PRAJANTI	P	3	2	3	2
11	DINA MARYU LEHA	P	2	3	3	2
12	ENDAH BUDI ASTUTI	P	2	3	2	2
13	FAATIHAH LAILIA ANWAR	P	3	2	3	2
14	FIRNA SUBEKTI	P	3	3	3	3
15	FITRIA WIDIA ASTUTI	P	2	1	2	2
16	HARYO REFORMASianto	L	2	2	2	2
17	ILHAM RIZKI RAMADHAN	L	3	3	3	2
18	INDAH LISKA LESTARI	P	2	2	3	2
19	INDRI ASTUTIK	P	2	3	2	2
20	IRKHAM ABDI	L	2	2	2	3
21	IRSA SIKE HAWA MISARA	P	3	3	3	3
22	MEGA JEJEG NURANI	P	2	3	3	3
23	MUSA BIRRU ABIDULLAH	L	3	3	2	2
24	NANDA KRISMUNITA	P	2	3	3	2
25	NAUFAL SHALAHUDIN	L	3	3	3	2
26	RENANDITA PRADARWATI	P	3	2	3	3
27	RINTO HAKIM PAMUNGKAS	L	2	3	3	3
28	RONA PRISMA LARASATI	P	2	3	3	3
29	SUCI PURNAMA SARI	P	3	2	2	2
30	TRIYONO	L	2	3	3	2
31	UMMU SALAMAH	P	3	2	3	3
32	VEGA APRILIANA	P	2	3	3	2
33	VERA INTANI DEWI	P	3	2	3	3

34	WAKHID NUR ROHMAN	L	3	2	3	2
35	WILDAN UMMAGUMMA PERDANA	L	2	3	3	3
36	YASYFA AFIYA	P	3	3	3	3

Notes:

P: Pronunciation      V: Vocabulary      F: Fluency      C: Comprehension

## STUDENTS' SCORES

### Cycle 2

**Date: January 30th, 2012**

NO	NAMA	L/P	P	V	F	C
1	ADITYA NOVANDITA	L	3	3	3	3
2	AFIEF MANAAF MUZHOFFAR	L	3	3	3	3
3	AFIF KURNIAWAN	L	3	3	4	3
4	ANNISA FIJRIA SAVITRI	P	4	4	4	3
5	BONDAN TRI PRASETYO	L	4	4	3	3
6	BUDI SETIAWAN	L	3	3	3	3
7	CHRISNA PUTRA BUANA	L	4	3	3	3
8	DHANU HERAWAN	L	3	3	2	4
9	DIAH FITRIANA	P	4	3	4	3
10	DIAN PRAJANTI	P	4	4	3	4
11	DINA MARYU LEHA	P	3	3	4	3
12	ENDAH BUDI ASTUTI	P	3	3	4	3
13	FAATIAH LAILIA ANWAR	P	3	4	3	4
14	FIRNA SUBEKTI	P	4	3	3	4
15	FITRIA WIDIA ASTUTI	P	2	4	4	3
16	HARYO REFORMASianto	L	4	4	3	3
17	ILHAM RIZKI RAMADHAN	L	3	3	4	3
18	INDAH LISKA LESTARI	P	4	3	3	3
19	INDRI ASTUTIK	P	3	3	3	4
20	IRKHAM ABDI	L	4	3	3	3
21	IRSA SIKE HAWA MISARA	P	4	3	3	3
22	MEGA JEJEG NURANI	P	3	3	3	4
23	MUSA BIRRU ABIDULLAH	L	3	2	3	3
24	NANDA KRISMUNITA	P	2	3	3	4
25	NAUFAL SHALAHUDIN	L	4	3	4	3
26	RENANDITA PRADARWATI	P	4	3	4	3
27	RINTO HAKIM PAMUNGKAS	L	3	4	4	3
28	RONA PRISMA LARASATI	P	4	4	3	4
29	SUCI PURNAMA SARI	P	3	3	4	3
30	TRIYONO	L	4	3	4	4
31	UMMU SALAMAH	P	4	3	3	3
32	VEGA APRILIANA	P	4	3	3	4
33	VERA INTANI DEWI	P	3	4	3	3

34	WAKHID NUR ROHMAN	L	4	4	4	3
35	WILDAN UMMAGUMMA PERDANA	L	4	3	4	3
36	YASYFA AFIYA	P	4	4	4	4

Notes:

P: Pronunciation      V: Vocabulary      F: Fluency      C: Comprehension

# **APPENDIX G**

## **(OBSERVATION CHECKLIST)**

## OBSERVATION CHECKLIST

### CYCLE 1

#### First meeting

Date: January 18th, 2012

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The researcher opens the class by greeting, checking the students' attendance, and asking the captain of the class to lead a prayer.	√	
2	The researcher asks the students about the previous meeting and give a little review.	√	
3	The researcher introduces the topic to the students.	√	
4	The researcher gives some examples of the expressions of starting, extending and ending a conversation on the telephone.	√	
5	The researcher drills the students' pronunciation of the expressions of starting, extending and ending a conversation on the telephone.	√	
6	The researcher plays a conversational video containing a telephone conversation and discusses it together with the students.	√	
7	The researcher groups the students.	√	
8	The researcher plays another conversational video that is still related to the topic.	√	
9	The researcher asks the students to work in group to identify the expressions used in the video and discuss the content of it.	√	
10	The researcher gives time to the representative of each group to present the result of the group discussion.	√	
11	The researcher gives feedbacks to the students' works.	√	
12	The researcher leads a game called " <i>Telephoning</i> ".	√	
13	The researcher gives time to students to ask some questions related to their difficulties.	√	
14	The researcher concludes the material.	√	
15	The researcher ends the class.	√	



## OBSERVATION CHECKLIST

### CYCLE 1

#### Second meeting

Date: January 21st, 2012

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The researcher opens the class by greeting and checking the students' attendance.	√	
2	The researcher reviews the previous material.	√	
3	The researcher introduces the topic to the students.	√	
4	The researcher groups the students in pairs.	√	
5	The researcher asks the students to make and practice a telephone conversation based on the situation they will get.	√	
6	The researcher gives a sheet of paper containing the situation for each pairs.	√	
7	The researcher plays a conversational video as a model for the students.	√	
8	The researcher checks the students' work and helps the students who get difficulties.	√	
9	The researcher calls the pairs in turn to perform.	√	
10	The researcher scores the students' performance.	√	
11	The researcher concludes the material.	√	
12	The researcher ends the class.	√	

## OBSERVATION CHECKLIST

### CYCLE 2

#### Third meeting

Date: January 25th, 2012

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The researcher opens the class by greeting and checking the students' attendance.	√	
2	The researcher reviews the previous material.	√	
3	The researcher introduces the new material to the students.	√	
4	The researcher asks the students' experience related to the material.	√	
5	The researcher explains the material of asking, giving, and denying information.	√	
6	The researcher shows some expressions of asking, giving, and denying information.	√	
7	The researcher drills the students' pronunciation of the expressions of asking, giving, and denying information.	√	
8	The researcher groups the students.	√	
9	The researcher asks the students to work in group to identify the expressions used in the video that will be played, discuss the content of it, and present the result of the group discussion. (video review)	√	
10	The researcher announces the students that the best group will get a reward.	√	
11	The researcher plays a conversational video.	√	
12	The researcher calls the representative of each group to present the result of the group discussion.	√	
13	The researcher gives feedbacks to the students' works.	√	
14	The researcher announces the best group and give a reward.	√	
15	The researcher concludes the material.	√	
16	The researcher ends the class.	√	

## OBSERVATION CHECKLIST

### CYCLE 2

#### Fourth meeting

Date: January 28th, 2012

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The researcher opens the class by greeting and checking the students' attendance.	√	
2	The researcher reviews the previous material.	√	
3	The researcher asks to the students about their understanding to the material given.	√	
4	The researcher re-explains the material of asking, giving, and denying information.	√	
5	The researcher drills the students' pronunciation of the expressions of asking, giving, and denying information.	√	
6	The researcher plays a conversational video.	√	
7	The researcher asks the students to do video dubbing in pairs.	√	
8	The researcher gives the students time to prepare the performance.	√	
9	The researcher calls the pairs in turn to perform.	√	
10	The researcher gives the students a home project. The project will be performed in the next meeting. There will be three rewards for the best three performance.	√	
11	The researcher concludes the material.	√	
12	The researcher ends the class with a prayer.	√	

## OBSERVATION CHECKLIST

### CYCLE 2

#### Fifth meeting

Date: January 30th, 2012

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The researcher opens the class by greeting and checking the students' attendance.	√	
2	The researcher gives time to the students to ask some questions related to their difficulties.	√	
3	The researcher explains the assessment criteria for the students' performance.	√	
4	The researcher calls the pairs in turn to perform.	√	
5	The researcher scores the students' performance.	√	
6	The researcher announces the three best performances.	√	
7	The researcher gives rewards to the three best performances.	√	
8	The researcher ends the class with a prayer.	√	

# **APPENDIX H**

## **(PHOTOGRAPHS)**

## PHOTOGRAPHS



1. The teacher is drilling the students' pronunciation by asking them to repeat the pronunciation after her.



2. The teacher is showing the conversational video while the students are watching it enthusiastically.



3. The students are participating actively in the group discussion after watching the conversational video.



4. The students are doing the video dubbing activity by reading the subtitle provided as the script



5. The students are doing role play in front of the class by bringing some properties that support their performance.



6. The teacher is giving a reward to the representative of the best group performance.



# **APPENDIX I**

## **(PERMIT LETTERS)**



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01

10 Jan 2011

Nomor : 2613/H.34.12/PP/XII/2011  
Lampiran : --  
Hal : Permohonan Izin Penelitian

29 Desember 2011

Kepada Yth.

Bupati KDH Tk. II Kabupaten Sleman  
c.q. Ka. Bappeda Kabupaten Sleman  
di Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survei/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*Improving Students' Speaking Skill using Conversational Videos at Grade Eight of SMP Negeri 2 Kalasan in The Academic Year of 2011/2012*

Mahasiswa dimaksud adalah :

Nama : SAFITRI DIAH NITA KUMALA  
NIM : 07202244089  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Bulan Januari s.d. Maret 2012

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Wakil Dekan I  
  
Dr. Widyastuti Purbani, M.A.  
NIP. 19610524 199001 2 001



PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( BAPPEDA )

Alamat : Jl. Parasmya No. 1 Beran, Tridadi, Sleman 55511  
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 07.0 / Bappeda / 3091 / 2011

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

- Dasar : Keputusan Bupati Sleman Nomor: 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.
- Menunjuk : Surat dari a.n. Dekan Fak. Bahasa & Seni UNY Nomor: 2613/H.34.12/PP/XII/2011. Tanggal: 29 Desember 2011 Hal: Ijin Penelitian.

**MENGIZINKAN :**

- Kepada :  
Nama : SAFITRI DIAH NITA KUMALA  
No. Mhs/NIM/NIP/NIK : 07202244089  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : UNY  
Alamat Instansi/Perguruan Tinggi : Kampus Karangmalang, Yogyakarta  
Alamat Rumah : Manisrejo 04/39 Maguwoharjo, Depok, Sleman, Yogyakarta  
No. Telp/HP : 085643406430  
Untuk : Mengadakan Obsevasi dengan judul:  
"IMPROVING STUDENTS' SPEAKING SKILL USING CONVERSATIONAL VIDEOS AT GRADE EIGHT OF SMP NEGERI 2 KALASAN IN THE ACADEMIC YEAR OF 2011/2012"
- Lokasi : Kab. Sleman  
Waktu : Selama 3 (tiga) bulan mulai tanggal : 29 Desember 2011 s.d 29 Maret 2012.

**Dengan ketentuan sebagai berikut :**

1. Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Kepala Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda
4. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman  
Pada Tanggal : 29Desember 2011

**Tembusan Kepada Yth :**

1. Bupati Sleman (sebagai laporan)
2. Ka. Badan Kesbanglinmas & PB Kab. Sleman
3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Kalasan
6. Ka. SMP Negeri 2 Kalasan
7. Dekan Fak. Bahasa & Seni UNY
8. Peringgal

A.n. Kepala BAPPEDA Kab. Sleman  
Ka. Bid. Pengendalian & Evaluasi  
u.b.  
Ka. Sub Bid. Litbang

**Sri Nurhidayah, S.Si, MT**  
Penata Tk. I, III/d  
NIP. 19670703 199603 2 002



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA  
**SMP NEGERI 2 KALASAN**

Alamat : Kledokan, Selomartani, Kalasan, Sleman, Yogyakarta ☎ : 55571 Telp:0274-7490651

**SURAT KETERANGAN**  
**Nomor : 421.3 / 180**

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Kalasan, Kabupaten Sleman, Yogyakarta, menerangkan bahwa :

Nama : SAFITRI DIAH NITA KUMALA  
NO. Mhs. : 07202244089  
Program : S1  
Jurusan : Pendidikan Bahasa Inggris  
Perguruan Tinggi : UNY  
Alamat Rumah : Manisrejo 04/39 Maguwoharjo Depok Sleman Yogyakarta.

Telah mengadakan penelitian untuk penyusunan skripsi dengan judul : "IMPROVING STUDENTS' SPEAKING SKILL USING CONVERSATIONAL VIDEOS IN GRADE VIII E AT SMPN 2 KALASAN IN THE ACADEMIC YEAR OF 2011/2012." di SMP Negeri 2 Kalasan sejak tanggal 16 Januari 2012.

Demikian surat keterangan ini diberikan, agar dapat dipergunakan sebagaimana mestinya.

Kalasan, 19 September 2012

Kepala Sekolah



Drs. H. FRI RAHARDJO, M. Pd.  
NIP. 19530414 197903 1 015